

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

### Strengths

- very good lectures. could follow and takes notes in class and then review the slides he put on coursework
- I love ran
- I feel really fortunate to have had Rad teach me Econ 50. I expected to get very little out of this course, and I think that the only reason my attitude towards it has changed is because of Ran's teaching style. If there's an award for Econ teaching, he should be nominated for it.
- Excellent knowledge of material, sincerity, and good instructions.
- He was very clear, organized, and his lecture slides were great. Liked how he made the lecture slides available before and after lecture. He really emphasized understanding over memorization, which came out in the midterm and final, so we all really did try to understand it fully.
- Explanations of concepts were great. I felt that Ran was really able to get through to the students.
- Very good at engaging students in lecture and was very clear in his explanations.
- very helpful and willing to explain concepts
- Great teaching style. Fantastic explanations with emphasis on both intuition and math. Also, good sense of humor. =)
- Showed concern over whether students understood material. Was available for consultation outside of class. Made the material very tangible and increased interest in economics.
- Excellent professor. One of the best I've had at Stanford. He genuinely cares about students and is an excellent teacher. He skillfully uses online powerpoints to present the course material. He makes difficult concepts easy to understand.
- He seemed appropriately concerned with the students' ability to learn the material.
- Ran has perfected the large class lecture. Econ 50 is the gold standard for core classes...
- Great attitude and helpfull
- Ran is awesome. He is a great guy, cracks lots of jokes to keep the atmosphere in lecture easygoing, and does a lot to help the students learn. He always seemed generally concerned that we were enjoying and learning the material. He meticulously posted lecture slides and rewrote many of them when his computer screwed up. He put in a lot of effort, it showed, and it made the class that much better.
- Really cares about students and whether they are learning or not.. this is rare in a class as large as econ 50.
- very friendly, very open
- Expressed concern about whether or not students were learning Changed course to comply to mid-quarter suggestions
- his concern for students was obvious
- Ran was really caring about what we thought. I liked him alot. He tried to adjust his teaching styles to suit our levels.
- engaging speaker, very knowledgeable and enthusiastic
- Very good at explaining complicated topics in a clear way that was understandable. Also clearly cared a lot about how students felt about the course, and went out of his way to present material in ways that best helped students' learning. His system of posting notes online before and after the lectures was very helpful. His notes/slides were always clear and easy to understand.
- Ran did a very good job of explaining the same material in multiple ways so that as many students could understand the material as possible.
- great. thanks for looking out for the little guy
- He genuinely cares about students learning the information. This is rare for a economics lecture course and it is much appreciated!
- He is an excellent, respectful teacher, who cares about the students' learning
- Ran is a wonderful lecturer
- Amazing, Ran! Great attitude!
- This class was the best lecture class I have had so far. The lectures were coherent, both mathematically and intuitive and they covered the material at a manageable pace. Ran was very easy to understand and entertaining.
- very motivated and really cared about the students learning. wanted to make the material very clear.
- Great lecturer.
- annotating lecture slides to make very coherent notes
- Ran is a very clear and personable lecturer. His lectures are enjoyable.
- very clear explanations

- Prof. Abramitzky was one of the best professors I've encountered at Stanford. He was a very clear lecturer and genuinely cared about how each student in his class was doing. I really dislike economics, hated doing the problem sets, and am only taking this class for a requirement but when I am in lecture, I find myself engaged and understanding the concepts. Thanks, Professor Abramitzky!
- Very organized. Very concise and well prepared. Concerned about every single student and took care to cater to all our needs. Excellent professor!
- nice
- Ran was a very good teacher. he was very helpful, and willing to help students outside of the class. he always had a positive attitude
- -good pace of lecture -thank you for ending lecture early each morning -great lecture notes
- Very approachable, clearly concerned about improving his teaching/being amenable to his students
- very good lecturer, engaging and clear
- Great pace, broke down information very well and in very understandable terms. LOVED the class mainly because the instructor was so effective.
- He was very approachable and definitely demonstrated a care as to whether or not we were learning the material. He explained concepts clearly.
- THIS IS THE BEST CLASS!! You are absolutely amazing Ran and that is all I have to say
- The concepts covered in class were well explained.
- The lectures were presented very clearly with the medium involved. It was easy to look lectures up online and notes were very clear. VERY helpful.
- Professor Abramitzky is a fantastic teacher. He did a great job of explaining all new concepts very clearly and used multiple methods of explanation to ensure understanding.
- Good humor, good at keeping students focused. Course contents are too easy, gives excellent intuition and fundamental understanding.
- Excellent lecturer.
- Very good teacher. Explains things very clearly and makes them seem very simple.
- You were a very good econ professor. I truly appreciated the time and you made attending class worth it!
- Lecture notes were great after the lecture was done
- Ran was very attentive to students' needs and expressed interest and concern in students' progress in his class, dedicating a substantial amount of time in various lectures in discussing how students can improve.
- Very willing to adapt for the sake of students, he cared very much if we understood the material.
- Ran is a GREAT lecturer. Loved going to Econ class every Monday and Wednesday.
- Great professor!
- The professor was a great teacher! His lectures were well-taught and very entertaining. I always loved going to class and would leave feeling like I really understood the material. Honestly, I don't think there is anything he can do to improve. My experience in this class has been great!
- Amazing teacher...Finally an econ professor with a real sense of humor. Best lecturer I've had at Stanford. Always makes effort to make things as clear as possible for students.
- Ran is a very thorough instructor. He made the material interesting; a very engaging class. His comprehensive method of explaining concepts via numbers, graphs, and words is extremely effective, and SO important in Economics.
- Explains the material very clearly. Very personable
- great sense of humor
- His lecture style of posting 'pre' and 'post' lecture slides was helpful for when I missed class.
- Good attitude and good speaking skills.
- Sarcastically funny and generally interesting
- Excellent professor. Lecture slides were concise, well-laid out. Very good at relating the topics and explaining the topics
- Good lecturer and actually wanted to hear students' questions, and would stop to explain if there was any confusion.
- He was good at explaining the concepts clearly and concisely, and at an appropriate pace (given the large amount of material to cover in a single quarter).
- Ran is a very good teacher, and he is very open to helping us. He is very approachable and funny in class.
- - good at explaining concepts such that students understood the concepts at the most fundamental level before mathematical applications were added - clear lecture slides helped a lot
- Felt that he sincerely cared about our learning.
- Good explanations, posting the slides with little notes reminding students what happened helps a lot. I found myself forgetting things that seemed clear in class and it is a good supplement to my own notes.
- very fun in class, generally engaging, very responsive to students concerns/opinions, taught at an appropriate pace, used great visual aids and best of all, posted them online. very concerned about if students were learning and put in considerable effort to summarize and restate the purpose of learning certain material
- The instructor was very good at teaching. Overall he had a very good understanding of the material and was very good at explaining the concepts as clearly as possible. I was really impressed with his lectures and how well he integrated technology with his lecture slides. His posted lecture slides (and drawing them along with him) made learning the material so much easier than a traditional lecture.

- He is a very effective teacher. The pace of the class was appropriate, the use of the technology was great, and genuinely showed concern about whether we're learning. He is also very responsive to our feedback during the mid-quarter evaluation. The lecture slides are simply wonderful and really helped my learning. I wish all my economics classes were like this one! Thanks!
- Explained material clearly in lecture
- Good at answering questions in person.
- great instructor, explained concepts very well and efficiently.
- smart, good at explaining the topics, patiently answered questions
- Ran was very easy to approach and genuinely cared about the students' understanding. He designed the course to be accessible to many different types of learning styles.
- -explained concepts clearly during lecture -drawing out graphs and explaining them helpful
- Lectures were great, and organization was the best I have seen yet at Stanford.
- Great professor. Probably one of the best I've had here at Stanford.
- By far the best teacher I've ever had. Very open to student comment. Willing to help, always wanted to know how we were doing. Made material very accessible.
- Amazing enthusiasm, one of the best lecturers i've had so far, clear passion for economics.
- Organized his lectures very well.
- Ran's one of the best instructors I've had in my four quarters here.
- Ran demonstrated more interest in whether or not the students were learning and expressed his availability more so than any other lecturer I have had at Stanford. I had never known how accessible lecturers were before.
- Ran's enthusiasm was excellent.
- Ran is a great teacher--very clear. Also, always willing to help outside of class and seems to care a lot about his students, even in such a big class.
- Very clear, motivating, thanks!
- Ran had a great attitude towards students, he was funny and kept lectures interesting.
- The professor was extremely willing to meet students' need and spend time explaining difficult topics. He was always concerned with the students' welfare.

## Suggestions for Improvement

- Make the finals more predictable. Introducing applications of the theory I have never seen before is confusing in a timed exam and increases pressure,decreases performance.
- Could move more slowly through material, though I realize much must be covered in a short amount of time.
- no suggestions
- The pace dragged near the end of each lecture. It often felt as though we were recovering topics that had already been made abundantly clear. The fact that he fielded questions in lecture didn't help because their grasp of what is important in this class is less good than his.
- Answers questions asked during class very effectively, but doesn't seem as interested in answering questions outside of class.
- My main complaint was that many times in class students would ask bad questions - either they would ask them because they hadn't been paying attention and now were lost or some students would ask these pointless questions because they felt that it made them sounds smarter. Unfortunately many times in class you'd spend several minutes answering these questions.
- Go slower when you teach; the material (especially the math) is very hard to understand if you don't.
- None
- 100 minutes is a very long time to concentrate
- I found the pace of the lectures a little too slow.
- nope
- none
- If time allowed, I would like to do more example problems in class like the ones that appear on the problem sets.
- I just can't even think of anything, this is literally a perfect class. Every single professor at Stanford should study this professor and the way he conducts this class. Every student wants to succeed, every student tries -- and for Ran. I think this is one of the most well-planned, well-organized, well-taught lecture courses at this entire university.
- We were never told how we would be evaluated and the tests always covered things we had never seen before.
- Course content is too easy, doesn't prepare well for challenges in the test.
- A little more emphasis on overall approach rather than focusing so much on specific examples.
- Students who hadn't taken Math 51 in a while took a while to catch up and struggled more in this class
- na
- None
- He could add a few more real-world examples, or practical applications of the theory.

- Cut down on material (if possible).
- Not very kind when you talk to him personally
- ...
- N/A
- I went to his office hours once and he wasn't there. Don't know why/what happened.
- use greater variety of examples during lecture
- maybe slow down
- -don't waste time criticizing students after midterm; instead just give a quick recap and move on to new material
- Should use his witty sense of humor more often.
- None.

## 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

- Very good textbook. Easy to read and follow
- I love ran
- Good diagrams
- The single textbook was good enough.
- explained concepts well
- Text is good.
- Book readings solidified understanding of concepts. Lecture material was paramount to succeeding during exams and problem sets, but reading proved very helpful.
- The textbook was useful as a backup source. It occasionally helped me understand topics that came up in class
- Never used the textbook except for practice problems.
- Lecture notes good, connected with the book.
- good on the theory
- Lecture material was helpful, most valuable for studying
- lecture material was useful, slides online were important to my understanding
- I liked the splitting down of intuition and math.
- posted lectures a major help for studying
- Overall good. The textbook was valuable for conceptual learning, while the lecture notes were better for more mathematical topics.
- readings were good for intuitive knowledge
- My big complaint for the class was that the textbook was not good. For a very math-based class, it would be appropriate to have a textbook that included a lot of math, but this text book had almost none. It was the largest impediment for my learning.
- The book was a nice supplement to the class, but did not apply directly. Some of the material in the book made class concepts a little more confusing
- Book gives good background
- Textbook built intuition and it was good for understanding concepts.
- text was only ok
- The textbook was very good.
- pretty good textbook
- The readings did a good job of following the material.
- as noted in lecture the textbook made a good complement to lecture I really liked the case studies in the yellow boxes
- Loved having the lecture slides online - very helpful for review for psets, exams
- The textbook seemed ok, but I didn't really use it except occasionally for problem sets.
- Great textbook! So helpful! Also - problem sets were VERY well designed.
- The textbook was a good supplement.
- I only read at the beginning. It was a nice reference tool though.
- The textbook was typically quite useful.
- Good suggestion that the textbook is less of an aid to the course. I really didn't need it much.
- Text book too wordy.
- The book was only okay, but you don't really need it too much if you go to class.
- The text book was a good supplement to lecture notes. It was not necessary to read the text book, as lecture notes covered the material we were responsible for, but it helped solidify understanding for any unclear topics.
- Good, easy-to-read textbook
- The powerpoint notes on coursework were very helpful!
- Slides posted online after class are very helpful. Very well organized. Motivated students to perform well.
- "Microeconomics," by Besanko and Braeutigam, was very helpful conceptually, but not with the straight math (no calculus in the book).

- I liked the textbook
- The textbook was a good complement to the lecture.
- Textbook was very useful and good for supplementary information
- I really liked the online slides and the way the lecture notes were written as lecture was happening. The textbook was good for the basic ideas behind all the math.
- The readings were lined up properly with lectures and explained much of the same material with a slightly different perspective.
- I don't know if this counts as a strength, but Ran's teaching was so good that the book really wasn't necessary, except when problem set questions were assigned from the book.
- - textbook was great - being able to have blank lecture slides posted before class was very helpful in the note-taking process for class
- Textbook as you say is good on intuition
- good big picture
- The book was fine, not especially good or bad.
- textbook had good pictures/graphs
- Notes in class are very clear and well organized
- text book was pretty good
- As explained in class, the textbook does not have enough math in it, however it is great for conceptual understanding
- The book was good in explaining things conceptually.
- Textbook was great.
- The textbook was pretty easy to read and understand. Definitely a good supplement to lecture.
- Textbook was good, but sometimes confusing.
- Textbook somewhat useless. But lecture notes very clear and self-explanatory.
- Some of the problems out of the book were good.

## Suggestions for Improvement

- I barely used the textbook - I found the lecture slides a much more useful resource. Reading the textbook honestly just seemed to be a waste of time. Perhaps a more readable textbook or a better indication of specific relevant sections would have made it more accessible.
- A bit vague, need a book which is clearer.
- Tell us before we buy this Econ 50 book that it's totally optional and will rarely be used. It was never used other than some problem set questions, which were never on midterms or finals. A waste of money.
- n/a
- did not really explain the math necessary for the class
- Lacks math in depth.
- The text is not advanced enough. A text should be used that mirrors the lectures and thus includes more math.
- The book was largely superfluous. Except for the assigned exercises, the book didn't add much to the course for the price we paid.
- The textbook was kind of weak just because Ran focused on math more than the book did. Maybe you should find a book which agrees more with Ran's style.
- not enough of the math
- Textbook was not needed
- The textbook is generally useless... one that is more math based like the class would be more helpful.
- textbook seemed somewhat extraneous
- more concrete examples in lecture especially for graphs
- perhaps mentioning areas of the book that are particularly helpful during lecture would help because by the end of the course if there is not really time to read the book it is daunting to go through everything
- It's really confusing in chapter nine of the textbook when they use sunk and non-sunk costs. i could've done without that.
- none
- Book lacks math, is there another one with good background but with the same math that we do?
- textbook reading sometimes did not correspond to lecture
- Did not have much mathematical support for explanations.
- The book is a bit longwinded in its nature, but at least it's thorough. Encourage people to read - but skimming is allowed if you 'get the concept'
- The textbook was more confusing than helpful in my opinion. I gave up reading it after the second week and gave up referring to it after the first midterm.
- n/a
- if the notation used in textbooks and the math were more in line with what is done in lecture
- but i feel as though lecture benefitted me more than reading the book.
- maybe some additional readings, except I suppose that would mean additional
- It didn't seem extremely consistent with the course material in that there was a lot more in the textbook.

- Nothing. It's perfect.
- I wish that we could have had a little more readings that dealt with "real-world" examples. I know they were listed in the book, but I wish in the class we talked about them more.
- The textbook was a distraction. About halfway through the course I realized that all I needed to focus on studying was the lecture notes.
- I would have enjoyed some outside readings that showed how the class was applicable to everyday examples in current news sources etc.
- I didn't actually like the textbook that much. I felt like I already got a clear intuitive sense of concepts from class and in a textbook I would rather have the more mathematical side emphasized. I tended to rely almost exclusively on lecture notes rather than using the textbook.
- I liked the textbook, but I wish there would have been more examples within the text and more math-related concepts.
- I didn't get much use out of the textbook
- None.
- The class was based more on lecture than reading material.
- Parts of the reading contained material that was extraneous to the material covered in lecture. It's not a big deal, but it is slightly inefficient when the student does not know which sections of the readings he is expected to know and which sections he is not expected to know.
- less technical, more conceptual
- but I wish it had more math, at least the amount done in class because sometimes it just asks you to accept things, and a mathematical explanation solidifies understanding. The book doesn't even allow you to take your own derivatives!
- needs more examples that directly correlate to the problem set/test questions. could be remedied by having a handout with practice problems and solutions available online
- I really only seemed to use the textbook when homework was assigned from it. I relied much more on lecture and the lecture slides from class.
- textbook did not include some concepts covered in class
- Do more calculation and example problems in class
- Too simplistic, making it annoying to read-they spend 10 pages on what deserves 1 and don't spend enough time explaining more difficult concepts.
- could find one that goes into the math more
- I didn't really use the textbook except for problem sets
- the textbook was very confusing and hardly had any examples
- -textbook wastes too much time explaining details verbally when more graphs and mathematical explanation would have been more helpful
- Not too great on explaining how to mathematically carry out problems. I know the Prof recommended another book for the math, but is there something out there that combines the 2 into 1 textbook?
- The textbook really did not provide enough mathematical intuition to back up the class. It may be worth considering looking for different books. Even problems in the book would have been very difficult to solve if the only material I had was the text and not lectures, but a textbook that provided better mathematical intuition we could go back to would have been helpful.
- We really need a book that deals with the math. If you don't just intuitively understand the math, there's no way for you to learn it.
- Textbook problems were a little too easy to get much good practice out of them.
- The textbook didn't help much towards the class and I never read it but did very well in the class.
- I felt the book didn't cover the mathematical underpinnings of the material. I would've appreciated a math primer to accompany sections.

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

#### **Strengths**

- Midterm was very long
- I love ran
- Exams were an appropriate difficulty -- same goes for problem sets.
- Problem sets covered many relevant topics that were needed for exams.
- tested understanding of the concepts well
- Mid-term solidified understanding and largely based on PS, which was good.
- Problem sets and exams proved very helpful to understanding concepts of economics.
- Tests were fair and relevant to the course material.
- The assignments and tests were a good assessment of our knowledge. I could see that all of the problems in our problem sets were there to illustrate some point.
- Would have likened an extra midterm so the entire midterm grade was not based on one exam. The midterm

seemed more connected with the course material than the final.

- I thought the exams were good and length and very fair...
- Tested conceptual understanding
- Well assigned. :)
- problem sets helpful
- Exams were fair and had a good balance of being challenging while also reasonable.
- The exam was significantly longer than the practice exams Ran set out which threw off the timing and pace of the exam.
- too long!
- The assignments were difficult enough to drive a better understanding while still easy enough to understand and complete well.
- problem sets well designed to accompany lectures
- Good problem sets - prepare for exams.
- Exams were fair and reasonable. No complaints.
- Problem sets were just the right length and difficulty, and the extra questions definitely helped a lot in exam preparation.
- fair- no trick questions
- good
- one problem set a week is good. they did a good job on testing that we adequately understood the theories.
- the problem sets were good preparation for exams, i thought that having them once a week was perfect.
- problem sets were the right length.
- Good length and difficulty.
- Problem sets were helpful and reasonable. Both the tests and the p-sets definitely tested conceptual understanding rather than recall. The tests were really challenging though.
- Good - tested on important concepts.
- None
- The midterm test was a fair assessment of my understanding.
- Exams on difficult side.
- Good.
- The exams were very fair.
- The exams were of a perfect length and the exams tested well the student's understanding (rather than mere memorization) of the material.
- Great problem sets. Working on the problem sets gave me good conceptual understanding of microeconomics
- Straightfoward exams. Tested what was taught. Some time pressure.
- Exams fair.
- The problem sets all seemed applicable to what we were learning and while difficult, they were doable.
- Psets were very good preparation for midterms/exams. Midterm was a good summary of what had been covered until then.
- The problem sets were helpful in studying for the exams. The exams were a perfect length, and tested mostly conceptual understanding (versus recall).
- The tests were adequate.
- Problem Sets were usually well designed.. Good length
- Exams are fair, assignments are fair.
- Assignments were very relevant and useful in studying for exams and midterms
- I think the exams were fair and challenging, and actually required thinking. The problem sets were the same.
- The midterm was very fair: there were no trick questions and it tested knowledge of the material. The p-sets were fantastic; working on them was when I did most of my learning in the class.
- - problem sets were fair - exams tested knowledge thoroughly but were a bit long for the allotted time
- Assignments were helpful, and useful in preparing for the exams.
- I really like the final exam... the problem  $U(X, Y) = X + \min(3, Y)$ . Love it! (Even though I'm not sure I got it right.) It really tests how students understand the concept rather than just memorizing and be like... Ahh... this is Cobb-Douglas, so the formula is...
- remarkably fair
- The exams were very good at integrating ideas from class and sometimes putting a different twist on them thus emphasizing conceptual understanding rather than just memorizing formulas.
- The problem sets helped my understanding, especially the ones after the midterm. Things started clicking.
- problem sets were good for applying concepts used in class
- Difficult to anticipate what will be on the exam
- assignments were paced well and not too much work
- problem sets were good at covering the important topics and solidifying understanding
- the problem sets were really useful, not too long
- The exams and homeworks were fair, useful, and well integrated into the course.
- -problem sets reflected material covered in class
- Exams were fair
- I like how they're straightforward. Nothing that surprises you.

- Midterm was fine. Maybe repeated some questions too often (had to draw the PCC almost every time).
- Problem sets are more about concepts rather than formulas
- The midterm, at least, asked very fair questions.
- Problem sets were great. Probably on the difficult side, but very helpful. Too bad they weren't worth more since that's what I spend 80% of my time for this class doing....
- Fair exams.
- Problem sets very useful in learning and getting deeper knowledge. Exams fair.
- Very fair and reasonable, problem sets were very helpful
- Exams were a good length and nicely covered the material. Having only one midterm was nice too, especially since it worked perfectly with the split in material.

## Suggestions for Improvement

- I think that there should be more tests during the quarter. Basing one's grade upon only two tests is not enough in my opinion.
- did not factor in a lot of the different math concepts that we learned
- No real complaints in this regard.
- exams are way too difficult.
- Some questions emphasized on exams were not in deemed important in class Too long
- exam emphasized drawing while problem sets did not
- more time or less material on the midterm would have been nice
- none
- Midterm was too long.
- exams in different format and tested different material than problem sets and lectures
- Exam is difficult :(
- You should have given us a CV/EV question.
- but midterm didn't really test what was reviewed for it or what the practice test did- a lot of people felt they studied the wrong thing
- First midterm was a little long and I found it quite challenging. Problem sets were long and quite difficult, but spending a couple of hours in office hours usually helped me finish them successfully.
- none
- don't have a problem set during dead week.
- felt like the exams were too easy, and that they didn't test my entire knowledge. No CV or EV questions? I think it might be better to have one more midterm.
- It might have been nice to have some easier questions on the exam as well as the hard ones, because often I felt that I understood the basics of a concept but would get tripped up by a certain tricky part of a question so that I was unable to demonstrate that knowledge. However, this wasn't a huge issue. The tests were fair overall.
- Keep doing what you're doing.
- the tests were composed of some problems my TA could not figure out because he had never seen things like this before!
- The midterm was not quite as I expected based on the sample tests given.
- Too many psets, the first half of them are too easy. Exams are way more difficult than slides and psets, practices. It is OK to be difficult but the course should prepare the students better, or one doesn't need to come to lecture, simply read off slides in the dorm.
- Didn't require much on-the-spot thought.
- I did well on problem sets and terrible on the exams. Maybe more small practice problems would be helpful.
- The midterm was perhaps too easy (and thus leads to the risk that a tiny error can jeopardize his/her grade) yet the final exam was more challenging. I would have also liked more exams (vs. one single midterm and one single final exam).
- Two midterms instead of just one would have been nice, and appropriate.
- They tested a seemingly random assortment of topics.
- Midterm was too long compared to the practice midterms
- The midterm was way too long. I feel like I had a good grasp of the material going into the exam, but I came out with a sub-optimal grade because I ended up skipping a large portion of the test. Maybe I work more slowly than other people, but I thought I could have earned a significantly higher grade had I had an extra half hour or so.
- exams too difficult; do not match difficulty of section problems or assignments
- I feel the final didn't test my overall knowledge of the course. It seemed like he picked questions he was sure we never went over and I got frustrated because of the new material.
- Some of the homework is a bit tedious. For example, deriving 5 demand functions for 5 different utility functions. I think maybe 2 or 3 should suffice.
- I found myself time-pressured on the midterm. Having time pressure isn't the best gauge of our understanding of the material I think.
- a few exam questions were difficult to answer given the preparation from class and psets

- TA review session where we just do problems
- i would have liked to have 2 midterms instead of just 1
- do not have problems that involve things we didn't cover in lecture
- -exams used basic concepts but then applied them to equations or exceptions to the rule which were never taught (not accurate representation of material taught) -give more than one midterm
- Could have been harder to get a better distribution of grades..
- Please don't assign a pset during dead week. I know it's hard bc the quarter's so short, but I'd rather do 2 psets in 1 wk earlier in the quarter. I hate having to do assignments while also trying to study for the final, but this is a bigger problem that the university needs to deal with.
- Sometimes I felt problem sets were too demanding to the point that I couldn't learn anything from them. I support more problems, but shorter ones that drill concepts into students' heads through repetition before moving on to critical analysis and application.
- The exam was very time-intensive, so it was more difficult for student like myself who need to think things through more slowly.
- Tests were good, no improvement needed.

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

##### Strengths

- Ilove ran
- Grateful for all your advice, I followed it and I hope it pays off!!
- I learned a ton. Incredibly interesting -- got me excited for the rest of the econ major.
- n/a
- very good
- Great. Thank you!
- Very well taught. Structure helped foster passion about economics.
- Excellent class!
- I thought the lecturer was friendly and interesting
- Professor was amazing.
- Good
- I think the course covered to much. it got really confusing. i really loved the material but just wished we had gone slower s i had more time to appreciate and assimilate all the information
- I enjoyed the course very much. :)
- Ran is the god of effective use of online materials and coursework. He should teach a summer course for other professors in how to utilize those resources. This course gets an A+ from me, an attitude I seldom have toward courses with so many students.
- Very good teacher, but I felt the course material wasn't very interesting.
- very good class, thankyou
- LOVED IT!! RAN, YOU ARE MY FAVORITE
- Best class I have taken yet
- thanks ran!
- very good!
- Best professor I've had so far.
- challenging
- this class is excellent! it's actually making me contemplate majoring in econ. ran is an excellent teacher
- overall I liked the course, but I look forward to taking more advanced courses where a lot of the assumptions we made can be done away with.
- Great for a large lecture course
- very interesting material -- thanks for a great quarter!
- Great instruction.
- BEST LECTURE COURSE I WILL EVER HAVE AT STANFORD. I LOVE RAN. HE IS THE BEST PROFESSOR AT THIS UNIVERSITY. I only wish that the rest of my economics classes can be half as good as this course. Since when have I enjoyed attending a 300-person lecture this much??? RAN IS THE BEST EVER!!!!
- Professor Abrimitzky is a great lecturer/teacher.
- I really enjoyed this course.
- The teacher is excellent, just the course content needs improvement
- good course. Not the most inspiring content, but the professor is good and its necessary for later stuff.
- No, I thought it was a good course.
- I really enjoyed going into detail over economic concepts already discussed and seeing how everything fits together!
- Thanks, Ran!!!
- It was a great course. I am glad I took it.
-

- Very good course. Highly recommend the instructor. Really enjoyed his teaching.
- Very insightful and really puts understanding behind the concepts we learned in econ 1a
- This class made me decide to minor in econ when I initially wasn't planning on pursuing it at all
- Ran is a fabulous teacher for this course! The nature of the course demands that we examine the material kind of hastily/cursorily, but Ran makes it fun! I am so excited to explore these ideas in greater detail, thanks to Ran.
- I liked the course. Teach again.
- Good class overall
- great professor
- I think Prof. Abramitzky did a real solid job teaching this course. Even though I don't think I did too well, I found it interesting and challenging.
- Good job.
- Great
- Instructor was very serious about reading course evaluations, and this explicit interest made me fill out at least some of mine.
- Great course :)
- i really enjoyed it! i like that the prof writes EXACTLY what he wants you to know on the slides. helpful for visual learners like me. prof was fun.
- It was great. I really hope all my econ core classes are like this one!
- Great course that was well taught
- Very good lecturer. His examples were always plentiful and enlightening.
- Great class.
- Great teacher, great course. By far my favorite economics course at Stanford thus far.
- Great course!
- This class was the best I've had with the best teacher I've had. I loved the material.
- The connections between consumer and producer theory were nice to see, to draw connections between material that also serves to reinforce the concepts in students' minds.
- Much better than 1A and 1B.
- Great, tough course.
- This course was good, it went nicely into detail about both producer and consumer theory.
- Awesome job Ran! One of my best professors ever. Love the powerpoint!

## Suggestions for Improvement

- n/a
- none
- Course was very quick paced. Possibly include more review sessions to ensure that class does not fall behind and that all course concepts are clear.
- The technology problems with the microphone were mildly funny at first but were a big annoyance. Almost as big of a deal as a fact that we wasted a lot of lecture time sitting on our hands while he tried to correct the problem.
- Material was a bit dry.
- none
- Econ 50 is rigorous and in many cases, tough, a stark contrast to Econ 1A. In my opinion, Econ 1A should go into more detail with concepts and use math. This way, Econ 50 will not be such a stark contrast to the joker 1A class.
- Far too much repeat of Econ 1A material. I got really bored when Ran would explain Econ 1A concepts again as though we'd never learnt about them before.
- talk more about the concepts and the human aspect. this is like applied math sometimes
- I think the content of each lecture could be condensed into 50 min lectures. The prof. often stresses obvious points that could be covered more quickly and efficiently.
- none
- An hour and 40 minutes is just too long to focus well on anything! Please consider breakign it into smaller segments in the future.
- I think I've made it clear that there's no need for improvements. (I mean, maybe the Cubberly staff could keep that mic working.) Also, I think Ran should teach every single course in the economics department. Forever.
- He needs to work on his test design.
- Shorter lectures.
- I hope this course can be recorded and available online.
- The midterms/exams are too difficult - I wish we could do more problems in class like there will be on the exam.
- None.
- This course seemed to be an exact repeat of the first half of ECON 1A, adding only a few concepts supported by a basic understanding of calculus. I feel that the units I've spent on this course and ECON 1A--although I very much respect the professor and think he did a great job of teaching the material--were largely spent inefficiently. Please make the ECON core more condensed. It seems that what we learn in ECON 1A, 1B, 50,

51, and 52 could be taught in three quarters.

- I think 2-hour class times are a bit long. It's hard to really focus on economic concepts for that long without a break. Scheduling the class as 3 times a week for one hour lectures might be better.
- N/A
- slower pace, please
- sections could be better integrated. going over practice problems was helpful.
- I think the amount spent on topics should be reevaluated. I fell behind in the class because the first week or two was such a review of ECON 1A that I didn't take it as seriously, and when the class started picking up and teaching new material, I wasn't prepared to understand it as well as I could at the time. So move faster through review material but slower through new material.
- It was a bit too much repeat of Econ 1A material.