

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

### Strengths

- seemed to really care about whether students were learning, actually evaluated and utilized midterm responses
- I really appreciated the care that Professor Abramitzky showed in making sure his students learned.
- Professor brought positive attitude to class and always made sure students understood concepts.
- Clearly concerned about student learning. Students realize(d) this and appreciate(d) it. Listened to student comments midway through quarter and acted on student recommendations - most professors would not do that sort of thing. Students appreciated this as well.
- so excited to be there and to have us there. made us excited. i always looked forward to class. LOVE IT!
- Good straightforward explanations.
- Very keen on student learning, strove to be available, or to have TAs available as much as possible.
- He was a great professor who really listened to the feedback we gave him and actually changed his policies based on what we said! The students loved working with him.
- Entertaining, clear, effective, and passionate.
- Thank you for being so positive, and for being excited to answer our questions. It made for a very open learning environment.
- Very concerned about student's well-being in the course
- Great explanations. Great one-on-one help.
- He is so funny and interesting. also, he really listened to what we had to say on our mid-term evaluations, which shows he really does care what we think. He changed everything that he could in order to make us all happy. His style of teaching is really great.
- clear and very receptive towards comments and questions
- He cares about our learning, our opinions, how we're doing, and desires for us to do well.
- Professor Abramitzky was the most enthusiastic teacher I have had at Stanford. He was enthusiastic both about the subject he taught and about teaching. His enthusiasm made learning the material easier. His enthusiasm was infectious. He is one of the best lecturers in the economic department. As a result of taking this class, I have decided to become an economics major.
- Taught concepts clearly.
- Professor Abramitzky was perhaps the best instructor i have had at stanford thus far. His organization, clarity, and grasp of the material were amazing. He was always looking for ways to improve and bent over backward for us multiple times. He was awesome!
- The professor was very concerned with student understanding and very responsive to any suggestions students had in structuring his lectures. His attitude was very positive and inspired interest.
- Very clear, presented material well. One of the best professors I've had.
- Shows dedication to teaching and to students; great lecturer.
- explains both the mathematics and intuitive portions of a concept
- Really has a passion for his students to learn, reflects in his teaching. Makes sure you understand every concept before we move on to next subject.
- Really available outside class; lectures were well-organized and clear.
- Cares very much about the students and whether they are understanding concepts clearly.
- Connects very well with the audience and overall, one of the best lecturers I have had at Stanford. I really enjoyed the way he used a tablet PC to take notes on the screen. This added a lot to the learning experience especially when looking back at the notes to study. All teachers should do this.
- Very nice, funny guy. Cares about his students.
- This professor did an excellent job of explaining course content and making it interesting and enjoyable.
- the powerpoints during class made everything alot easier to understand
- Great attitude, effective teaching.
- Ran was one of the best professors I've ever had. He was extremely receptive to the students and had very engaging lectures. He seemed to go out of his way to help us learn.
- Prof. Abramitzky was very encouraging prior to and after exams, which is something that I really appreciate. His lectures were also very engaging.
- Great teacher. Very very concerned about students
- He has a really great attitude toward students - interested in making sure we're learning. He also seems to think that teaching is valuable and an important part of his job.
- He was one of my favorite lecturers I've had at Stanford. He really seemed to care about students and how they were doing and did an excellent job of explaining the material.

- Ran is a great professor. He takes our evaluations into account and really tries to follow our suggestions. He explains clearly and effectively.
- cared if people were following his lectures
- He was incredibly considerate and caring.
- Very good on explaining intuition behind concepts and showing how concepts were related to each other.
- excellent lecturer, lectures posted online provided useful notes to look back at and study from
- very good at explaining concepts. giving intuition behind material in the course. prof's sense of humor appreciated. also, his push for students to attend office hours where help could be provided in a smaller setting (since lecture is 300 students). prof has a very good understanding of econ, and is very enthusiastic about it. this is great to see in a fairly introductory class, especially when he points out interesting topics that will be covered in later econ courses.
- listened to students well
- Everything was good
- He was extremely friendly, and was always wanting to help
- Professor had a great attitude for students--very engaged and interested in their learning. It's rare to find a professor so invested/aware of his students at stanford. Also very available.
- Instructor showed great care for all students. He did an amazing job teaching such a large class.
- An excellent teacher, with very well prepared slides and explanations. One of my best teachers at stanford in terms of connecting with me on a higher level of understanding.
- Prof. Abramitzky was an excellent instructor--
- I have only good things to speak of with respect to Prof Abramitzky. From the first day of the course to which he demonstrated his clear interest in our ability to learn and making sure he and the material was available to every individual day where he always looked to accomodate and presented information so clearly and so well, to the last day of the final, it was simply a pleasure to have taken the course.
- Great clarity and aid.
- Amazing teacher - really cares that students understand and learn the material. Approachable, listens intently, looks for understanding.
- Professor Abramitzky was excellent at teaching, and integrating mathematical and conceptual/intuitive concepts together. It's obvious he cared a great deal about his students, and the material.
- good at explaining difficult topics
- Ran was an amazing lecturer - he was detailed, while concise at the same time which allowed the course to be challenging, but doable for his students. I enjoyed going to lecture every tuesday and thursday because the material progressed logically, and thus i was able to tie the contents of the course together with little difficulty. excellent!
- Very friendly, accessible to students.
- Very nice, approachable Very clear lecture notes
- Extremely personable; very clear in explaining concepts; always takes time to answer questions; clearly wants us to succeed/do well; LISTENS to us!
- I liked how you put the class' slides on the internet.
- Fun, casual attitude was appreciated in a class that could have been very dull.
- I thought Ran was very fair and he presented the material logically and was very thoughtful about his students.
- was very receptive and kept students engaged
- He was a funny guy. He really cared about the students. He is a straight up G. I liked him a lot.
- Good Attitude and effectiveness
- very good attitude, was early in the morning, he kept me awake, unlike 102A...
- Professor Abramitzky was highly concerned about our understanding the material.
- Ran clearly cared a lot about his students and was able to communicate the material well. It's tough to convey these messages in a lecture hall with 200+ students.
- Very concerned with student opinion/understanding, very organized and prepared
- 1) Ran has an great attitude towards us. He understands that some people need a little extra help and might not get a concept right away. He is very patient and cares about if we're learning. 2) He always tried to stress the "intuition" behind a concept and make sure we had a general understanding of what was going on behind the math. 3)I loved his accent and he was very funny when he wanted to be. All the students I talked with thought he was a very nice person. 2)
- Great attitude, taught concepts very clearly
- cared whether we were doing well
- Ran was great with students. He was interesting, funny, receptive to comments, and extremely patient. One of the best professors. Also really liked how all course slides (very detailed) were online. I did not have to rush to write everything down, rather I just sat and listened.
- Ran was very passionate about teaching and very concerned about whether we were learning, and I really appreciated that.
- Very clear lecturer, engaging, friendly.
- Made econ 50 about as interesting as it could be.
- Very concerned about students learning. Very funny.
- great attitude and was an extremely effective teacher

- Ran is an unbelievable lecturer, bringing otherwise dry material to life.
- The professor was very good at explaining concepts clearly and ensuring students understood.
- Always tried to make himself available for consultation.
- Professor Abramitzky is great. It's obvious in lecture that he really knows what he is doing.
- One of the best professors I've had.
- Great guy! And really smart
- detailed class notes, before and after lecture, available online.
- Professor Abramitzky was absolutely amazing. He taught with clarity and a clear desire to help every student in his lecture understand the material to the best of their ability. After turning in our midterm evaluations, he took our critiques to heart and made the appropriate changes to make the class even more effective and worth while for his students.
- Really enjoyed the humor injected into lecture! Professor Abramitzky seemed very concerned with people getting the topics, always pausing for questions even if people didn't have any. It was also helpful to have the slides posted before and after class to alleviate the pressure of "oh! I missed a slide." He was also very available outside of class, even offering extra office hours when he thought appropriate.
- He actually listened to our comments on the mid-quarter evaluation. Also, he did a good job of explaining the intuition behind his examples, not just the math, which made it easier to understand.
- the textbook was very helpful Professor Abramitzky does a wonderful job explaining subjects and his grading methods are fair he is very willing to help students and very friendly
- -He was great
- instructor was energetic and cared about what he was teaching, which made it more interesting for me
- Knew the material well and was prepared for lecture
- Good attitude regarding taking our midterm comments into consideration. Good job at explaining ideas.
- Ran is amazing... Good teacher, good fellow!
- interesting
- Very engaging and enlightening.
- very accomodating to students
- Very positive attitude, very concerned about students' understanding of topics, presented material at good pace
- Ran is a great lecturer.
- Ran is the best proffessor I have had at stanford. He really makes it easier to learn and ensures that you are following him in lecture. He also tries and explains things in different ways so that whether you think of things mathematically or intuitively , you understand. Ran was very approachable and seemed genuinely interested in helping students understand concepts in office hours. He helped me evaluate my midterm and strategize on ways to do better on my midterm.
- Very responsive to student suggestions
- In a class of hundreds, Ran still managed to establish a personal relationship with his students. He frequently asked for our feedback in decisions about the course, and was always eager to hear our suggestions and comments. His lecturing style was extremely clear, making the material understandable and engaging. He managed to make the long lectures fly by, adding a joke here and there. It is also very clear that he loves the material he teaches!
- Ran Abramitzky is a great professor. He is very motivated, and you can immediatley tell that he enjoys teaching the class. After the mid-course evaluations, Abramitzky took all the comments and suggestions, and definitley used them to improve the class.
- So incredibly invested in the students... awesome job!
- Extremely nice and helpful.
- He cared a lot about whether we were learning. He was available outside of class (office hours and responded to emails). He is one of the best professors I have had at Stanford.
- very open to students, demonstrated concern for learning,
- Very student friendly and actually took all our mid-quarter suggestions seriously.
- great lecturer
- Very good instructor
- Ran really shows he cares about his students' learning. He would often take time at the beginning of lecture to address students' concerns as part of his powerpoint slides. Ran is also always fair in his assignments and tests and is true to his word regarding class times or materials tested. He is very approachable, though I didn't really ask that many questions throughout the quarter.
- Cared a lot about students, really listened to suggestions.
- very friendly will do anything to help
- Very good. Engaging and good at explaining concepts.
- Instructors offered frequent office hours and always made themselves very available.
- Good attitude, could really tell you wanted to help us learn
- very good lecturer, inspires interest in the subject and makes sure that we understand the concepts very well!
- Ran was clearly very concerned with the value of the class to students. He wanted us to learn and did everything in his power to help us understand.
- Ran is a very sharp and concerned professor. He shows really commitment to making sure that each individual student understands the lectures and has all the help they need.

- Professor Ran's lectures were very effective in the sense that not only was material presented, it was thoroughly explained, and emphasized through answers to questions from class.
- Kind and thoughtful.
- Very clear lecturing.
- Very well-versed in his field of study, you could tell that he cared about the students
- Good attitude and considerate
- was very receptive to constructive criticism in the midterm evaluations, and changed some things (like posting lecture slides before class so people weren't scrambling to write everything down) for the better. also, considering how bland this class could have been since we weren't learning very much other than the math behind econ 1, professor Abramitzky did a very good job keeping it interesting.
- Professor Abramitzky was very concerned about how his students were doing and was very helpful.
- Obviously very interested in having students learn material
- Excellent professor. Makes class enjoyable and easy to follow/understand.
- amazing attitude towards students: clearly cares whether or not we are following wonderful at explaining: clear notes are set up to be followed very well and forces us to organize our notes well too very responsive to feedback
- Abramitzky was very considerate of whether people were following what he was saying, and modified the course accordingly so that we left with a firm understanding of the most vital concepts, rather than just the mathematical blueprint for problem solving.
- Knew the material
- Very approachable, straightforward
- Very clear, concise approachable
- great attitude toward students..kept lectures from getting boring and very slow
- Ran is a very personable guy. His enthusiasm carries over to us. He is truly one of the best instructors I have ever had.
- Great teacher! Cares about the students.
- Very very helpful and showed genuine interest in consolidating student's knowledge. approachable and encouraging
- He taught in a way that was easy to understand and encouraged students to participate.
- Great attitude towards students, very receptive to student suggestions.
- Wonderful teacher, I really felt that the material was explained clearly. He did a great job lecturing and was clear and helpful.
- Awesome. Ran is awesome. He cares, and is knowledgeable, and clear.
- Very approachable professor, knowledgeable. I would recommend anyone to take his class, because he explains concepts very clearly.
- Excellent lecturer--very clear, engaging. Excellent attitude--very approachable, understanding, friendly.
- Professor Abramitzky was wonderful! He was a great lecturer. He motivated us well, and held our interest. He presented the material very well, and made Econ. 50 a great course. I can't sing his praises enough.
- Ran is an excellent professor.
- Ran did a fantastic job. explained things very clearly, used good examples, made things interesting, obviously cares alot. responded to midterm evaluations and shortened class, which was very effective.
- lots of office hours available
- Amazing willingness to accomodate students' needs while still maintaining the integrity and rigor of the class. Making final quarter of each assignment optional was brilliant. What a guy.
- Professor Abramitzky was one of the best professors I have ever had. He was reasonable about course policy, and a wonderful teacher.
- Incredible professor!! His lectures were very well thought-out and prepared - I did not miss one single lecture. He really cared if the students were learning, he took questions, and tried to enhance our classroom learning experience as much as possible. He was able to keep this learning about the basics very enjoyable. He made sure that we understood the concepts and did not just blindly plug numbers. I could not have asked for a better microeconomics course.
- Instructor's attitude very positive and cheerful. Made class very enjoyable.
- He's truly excellent at teaching, and very in touch with student needs.
- Good lecturer. Shows active intrest in student comprehension.
- Very enthusiastic about the subject which was conveyed through his teaching
- The best ever.
- I like Ran as a professor. He enjoys the material.
- -His enthusiasm was evidence. I loved the fact that I could go into class and just be motivatd by hearing him speak; his passion for the subject translated to me as it has made me love econ even more now. -His attitude was always positive and he showed genuine concern for his students. He really cared whether or not we were learning.
- He was very sympathetic to the students and would fight for us in anything that we felt needed to be changed.
- very straightforward
- Great attitude, clearly interested in students' understanding. Demonstrated a keen ability to adapt, particularly after the midterm evals.

- Very welcoming of students in office hours
- Very positive attitude, very friendly at office hours.

## Suggestions for Improvement

- a little bit slower so that students actually have time to process information, better classroom with desks
- Some of the more nuanced concepts could be presented a little bit more clearly. Specifically, particularly difficult examples.
- Better grading criteria for Problem Sets
- More complex examples in class.
- Given the pace of the class and a single single midterm, I think more comprehensive review during the class would be helpful. Sometimes more complicated and important material was covered in less depth and simpler, more trivial material could have suffered less coverage.
- more availability
- The only material I felt that we did not give adequate time to during lecture, was how to test for corner solutions in the utility maximization function. I believe I would have had a better grasp as how to do those problems had we spent an extra day on them. I would have also liked to spend more time on monopolies.
- To whatever extent it's possible, maybe neater handwriting?
- Yeah, Dinkelspiel sucks. So did all the technology (microphone etc) glitches, for which I can't blame Ran but still detracted from the overall quality of the course. Lectures could still use more (exciting!) real-world examples.
- Go slower in class when explaining the math behind the concepts.
- His English can be confusing, as he confuses x's and y's, messes up verbs, and has a thick accent. You get used to it as the course goes on, though.
- None.
- None. He was great.
- Dink Aud is a horrible place to have lecture.
- The instructor wasted a lot of time during the beginning of class, which was very unproductive.
- Go a little faster; lecture sometimes got boring.
- only logistical comments --- teach in a room with desks for students. have class 3 x week instead of 2 x week.
- NONE
- The course needs more cohesiveness--topics were not connected or brought together; made the course feel haphazard and kept the emphasis on recall and not conceptual understanding.
- Handwriting on lecture slides is too messy , hard to read
- Integrate more mathematical examples to supplement the conceptual theory.
- Truly, I have none at all. A better lecture hall would do, but that's outside of his direct control
- Wish there were more real world applications.
- slow down the course
- None
- none
- No complaints. Ran is a great professor, and I wish he had taught me for Econ 1 as well!
- none
- 1) Go through an entire example problem with real numbers and real world conditions for the major subjects like Cobb-Douglas/quasi-linear solutions. I know we do this in section but the TAs often are often not very good at getting across the big concepts. 2) Use more real world examples to illustrate concepts. Thinking in terms of an example usually helps solidify understanding of an concept.
- N/A
- ---
- I feel that the course could have been a little bit more challenging. Ran sometimes taught down to the lower level instead of teaching above and beyond.
- More office hours later in the week would be advantageous, especially on Thursday night, for help with problem sets. Not necessary for Ran to have later office hours, but definitely one of the TAs.
- GO SLOWER
- get rid of 'optional' problem set questions. More lenient exam conflict policy.
- nothing
- During class you would always ask if we understood something. The best way to do this is not to ask, but to ask a question designed to engage the class and solicit whether or not they know the information. Simply asking 'yes' or 'no' will never work.
- link more with the textbook
- none
- none
- I thought the question on monopsony in the final was unfair. We did not cover that in class and really did not go over it in section to the extent that I could have answered that question.
- Tended to repeat himself. Some of the examples he presented on a given topic were often very similar.
- None

- Course was fast-paced, very much information given in each class, difficult to keep up with the pace
- Sometimes in the first part of the course (before the midterm) the lectures were too hurried and crammed with too much material, at least in my opinion. I think that consumer theory could have been taken at a more moderate pace, and then producer theory would have been even easier to grasp.
- Unclear lectures
- Less info
- sometimes slow down all the material and make better connections between large themes
- None, he's awesome.
- Present slides before class at the beginning. More math explanation.
- None!
- The suggestions that we had were integrated into the course halfway through the quarter very effectively, so I don't really have any further suggestions.
- He started making lectures a little shorter in order to cater to the lazier students in the class. I was a little disappointed because he is an incredible professor and lecturer, and the students who wanted to get out of class 5 minutes earlier really did not deserve to have such a great professor. So he should feel free to speak longer.
- Emphasize more math.
- None! You're doing great ...
- Please strongly consider holding office hours on the WEEKEND before finals, rather than during dead week, as it allows for last-minute clarifications and would be significantly more useful.

**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**

- example problems in the book helped with problem sets
- Enjoyed the textbook; thought it helped make sense of the material.
- the least valuable were the TAs. they often didnt know how to answer questions or gave the wrong answers. the books, problem sets, and test questions were amazing.
- Good illustrations, strong conceptual presentation.
- I loved the textbook. Read chapters before going to lecture. Solidified understanding. Case studies are very interesting.
- The book was very good for "intuition" though I did not really understand what that meant until a few weeks in. The Learning-By-Doing sections are the most helpful regarding non-intuition.
- the textbook was very clear
- I liked the textbook.
- The textbook was a good supplement to the lecture. However, at times I felt that the lecture was more helpful than the book, and the book just provided futher confusion.
- The book explains the intuition behind the concepts well.
- the book was good as a supplement to the lecture slides, but not much more than that. Everything i needed to know was in lecture, which was just the way i liked it.
- Useful
- Fairly easily comprehensible.
- great textbook for intuition
- Very good at explaining theoretical information.
- The textbook is quite good...but laying out which parts of which chapters are relevant would have been helpful.
- Textbook is clear, good on intuition.
- we didnt' really use the textbook much except for some problems
- Textbook was generally good.
- The textbook seemed to be a bit dense. Sometimes it was hard to understand exactly which concepts were crucial to what we were learning. On the other hand, any other textbook would probably not have had enough detail, so I was generally fine with it.
- Reading the textbook helped to emphasize lectures, but I would have like more references to the textbook outside of just problem sets.
- The book wasn't very well integrated into the class, but he explained most of the material well enough that the book wasn't really necessary. And the stuff that he covered that was in the book was explained well there.
- The Econ book was pretty good. It explained the concepts differently from Ran.
- Followed the book pretty closely. Book was helpful.
- The textbook was very good for helping solidify the concepts.
- The book gives you good background.
- textbook was good reference. didn't really read it except to review when doing problem sets. used the posted lecture notes as my main source of material for the class.
- same book as two years ago

- Text book followed closely with lecture
- Textbook had very nice conceptual explanations.
- The textbook was very helpful.
- Textbook was very good, but the style of some problems diverged from those presented in class.
- The textbook presented practice problems which were very helpful.
- Textbook was simple and comprehensive
- The textbook was fine.
- notes were online which helped
- The textbook was a good accompaniment to the lectures, although for me (not necessarily for others) they were not substitutes for each other (aka I relied on notes more than the textbook). Since no readings were assigned, I didn't do them and still got through the course without getting lost.
- Textbook was good in explaining concepts behind the mathematics.
- Good textbook, well integrated with the course.
- The textbook is well-written and easy to grasp.
- The textbook was marginal at best. It didn't do a whole lot for my understanding of class material.
- The book has some helpful diagrams, but we don't use very much of it.
- the text book was good to supplement with the lecture.
- clearly outlined lectures made the class material very understandable.
- Textbook was helpful supplement to the course material
- The textbook was fine.
- clear on the basics
- 1) Problem sets were too long at first, it was definitely a good move to shorten them. 2) I thought the P-sets were generally good at making us understand the concepts behind an issue. 3) The book was pretty good. 4) the lecture slide system with posting on coursework made things much easier.
- N/A
- ---
- The textbook was useful - you couldn't have a different one
- textbook is a very helpful addition to course material
- Good textbook
- When I did use the book, it was very solid and informative.
- book was useful because it went along with the class - not too easy and not too hard
- Book was strong and explained concepts well
- lecture notes were the most valuable...
- textbook was good
- textbook was as good as possible given the topic
- textbook was somewhat helpful ...
- helpful for solidifying material
- The textbook was a good supplement to Ran's lectures.
- The textbook was very good. We covered almost everything that was in the textbook in class, and almost everything in class was in the textbook. I liked that it helped solidify understanding, and would give you alternatives to reach the same conclusion.
- Love it when you post the class notes!
- Book was great for strengthening conceptual understanding.
- examples were useful to see the real world applications of what we were learning.
- Was very clear in presenting material. Made sure students understand exactly what was going on.
- The textbook helped develop intuition for the concepts and mathematics that Ran lectured about.
- gave very good intuitive explanations
- Text was beneficial. The slides posted on coursework were the most beneficial thing about the course to me, however.
- I like the textbook, and the fact that it is online
- the textbook is a very good background for the lectures, gives good examples, but is more theoretical, and doesn't show all the mathematical applications
- The book was helpful and the problem set questions created by Ran were useful.
- I felt like the textbook material was too in depth and as a result, I usually referred to the lecture notes which corresponded pretty well with the psets. The textbook questions in the psets also felt disjoint.
- The lectures being posted on coursework were definitely the most valuable materials. It helped greatly to be able to go back if I didn't understand something in class and find the exact slide that was presented in class.
- Textbook was a decent reinforcement but...
- Textbook was helpful to add to conceptual understanding, but I liked that I could find all of the key concepts in my lecture notes and didn't even necessarily always need the book.
- the explanations were mostly clear, and the example problems were quite helpful
- Textbook was good for intuitive learning
- Textbook was well integrated to the class. Helped solidify concepts with intuition and examples.
- reading is somewhat boring/hard to keep doing after lecture
- the lecture slides were so much valuable/helpful. this lecture's lecture notes were by far the best!

- The textbook was in general an interesting text to read, even if at times it was a bit too long winded. It did well to give examples where the math approach was mapped out and the problems solved for us. Overall though, the lectures proved most helpful and the book served as appropriate edification.
- Practice problems were good.
- The lecture notes were the most helpful, and the textbook went along well with the lectures.
- Clear
- The textbook covers most of the material presented in the course often with a different perspective than that offered by Ran.
- I thought the textbook was well-suited for the class.
- I didn't use the textbook much, and found lectures much more useful as far as understanding content.
- Helpful as a supplement.
- Good.
- Textbook was not really helpful, but class notes made up for that.
- Book complemented nicely.
- The used textbook was helpful (though ridiculously expensive), and was a good supplement to lectures. The posted online lecture notes, also, were very helpful in review.
- reading helped reinforce lectures
- The textbook was easy to read and well illustrated.
- The book is great; it is slightly weaker on the math than the intuition, though, as Ran said.
- Very good textbook, well written.
- A more detailed syllabus might be helpful with reading broken down for each lecture.
- The book was pretty good.
- -Notes were great; used just the right amount of examples to thoroughly explain the concepts as well. -You clearly said when we should read up on certain topics, and distinguishd between the less/more important topics. -The PPT slides you used were probably the best thing ever -- the fact that we could go back online and refer to class notes/fill in things we missed was great.
- Textbook seemed reasonable, though as Prof. Abramitzky stated, it was not great. However, it made a useful supplement to the lectures.
- Wish textbook was more geared towards lecture
- THe textbook gave clear explanations.

## Suggestions for Improvement

- much of the reading did not relate to the class/lectures
- get better TAs and organize the TAs together more. its unfair to have the worst TA and then have a problem set question based on what we learned in section, especially because I learned NOTHING in section
- Textbook was disconnected from the course lectures.
- Since this is a calculus based course, the text needs to be more mathematical.
- Textbook was not that helpful. I don't know if it's just because ALL econ texts are like that or just this one, but it didn't seem to correlate TOO well with the lectures.
- Textbook should have had more questions involving multivariable calculus.
- The reading was basically unnecessary in light of lecture; on days I did the reading, I wished lecture would move much more quickly.
- The more mechanical-like skills that seem to be needed are not covered in depth.
- The text book doesn't have as much math as i would have liked it to, but other than that, it was fine.
- more details on what we should read and what we don't have to. reading assignments were not specified clearly
- The textbook confused me more than it helped. I would have liked one that had more example problems.
- The problems in the book were too easy. The book assumed we had no additional math background and could not calculate the marginal product or marginal utility. This at times provided some of the confusion. They would skip over important mathematical concepts in the book that we needed to know.
- Choose a textbook that explains the mathematics better. The book does not use calculus.
- sometimes it was easier to lookup information and terms in the econ 1 text book instead of the econ 50 one.
- They didn't use derivatives, which was irritating and inexplicable.
- Has very few examples of the math involved in the course. Basically depended on office hours and lectures to learn how to solve the problems.
- Seriously, keep looking until you find the right textbook. This is not the right one. I KNOW that some text exists with the right level of both math and intuition; this book just didn't have enough math or enough examples that used the level of math you expected on assignments/exams, so most of my learning came from your lecture slides or Wikipedia.
- Way too much reading to actually do if you're doing the problem sets as well, and he doesn't emphasize the reading in class (barely ever mentions it), so if he wants people to do it, it needs to be more in the forefront. Also, textbook had way easier math than what was expected of us.
- Possibly include some sort of supplement to help with the math side of things.

- It would help to know beforehand which sections we should not focus on during the reading. I did all the reading, but we weren't tested on all of it, so it would have been nice to not have used up all the time I did on the reading.
- The textbook wasn't great, but Professor Abramitsky warned us about that at the beginning.
- The book was a little too intuitive.
- Some of the lectures were on material that wasn't included in textbook. It also could have been a little more clear as to what material in the book was important to the class and what material that was important wasn't in the book.
- The textbook does not use calculus/the same methods so all the notation is a little different, and that's sometimes confusing. Choose a book that is a little more indepth.
- maybe make more of a schedule for textbook reading that corresponds to class. or, maybe even no textbook. it was an expensive investment for something i rarely used.
- more out of book texts
- Unhappy how some topics were covered/taught in section, and was included in the exam
- Did not do alot of math examples in the textbook
- It would have been better if we had an outline set out at the beginning of the quarter explaining which chapters corresponded to which lectures so that we could have actually read/been prepared more than a day or at most two in advance... it meant we didn't know what direction the material was taking, what we would be studying next, nor did we have chance to review/understand concepts before lectures, which would have been helpful.
- I rarely used the textbook except for when we had problems in it. It is not a bad textbook, but I didn't feel the need to use it.
- Intuition behind the math was sometimes left in the dust with the textbook. Lectures picked up the slack there for sure.
- The book was not very mathematically rigorous
- Having a book that was more calculus based would have also been helpful. Also, having section notes posted on line would have been helpful.
- the text book contains no calculus, therefore no help for the actual work of the class ie tests and hw
- None.
- A little light on the math, but I guess that's what the recommended text was for.
- The textbook material didn't seem nearly as important/helpful (in terms of exams) as the lectures. I stopped reading early on.
- Get a new book.
- If we're not going to use much of the book, can't we get photocopies or something? It seems silly to spend so much on a single book that we hardly use.
- I wish that there was more math instruction integrated into the class
- none
- The course felt really dry. I don't know if that was the nature of it, but there felt like there was so little interaction.
- Textbook not overly effective, I found lecture notes to be of greater help
- The book is weak mathematically. For instance,, deltas are often used in place of derivatives.
- textbook was completely useless, only provided a very basic complement to what was learned in class. Too weak in the math to be truly helpful. essentially a review of Econ 1.
- 1) Sometimes on the problem sets there would be ten questions within a sub-question. Seperate them with subletters so things are easier to read. See #2 on PS 9 for an example of what I mean. 2) Maybe some supplemental readings could be used to elaborate on the most important areas.
- textbook is unnecessary except for HW questions - don't use it at all and save the cost
- ---
- I wish the textbook dealt a little bit more with the mathematics.
- I would have preferred a textbook that used calculus
- I really didn't use the textbook hardly at all, except to get the problem set questions.
- -It would have been helpful to have some more sample problems in the text
- Some of the topics could be elaborated upon by other sources
- I did not like the text book. It was a slow read, uninteresting, and did not do a good job at explaining the math behind the reading. I would prefer a text that explained topics in a more consice manner and clearly explained the math.
- more problems from the book
- but hard to parse sometimes
- The textbook is a mess. It's good for ECON51 stuff, but the chapters on ECON50 material are...awful...very confusing when we are learning one thing in lecture and reading something completely different in the book.
- Didn't really use the textbook, the material in it wasn't totally congruent with class material
- A book with a stronger emphasis in Math would have been nice.
- textbook material did not seem very closely related to lecture. some overlap, but a more technical, math-based textbook might be helpful
- lacked technical/mathematical examples
- Textbook did not help at all for the problem sets (only helped for the textbook questions)
- not very mathematical, so didn't cover everything the class went over

- Teaches things differently than the professor
- The problem sets should not have included problems from the book.
- Textbook weak in mathematical explanation, as warned initially by instructor.
- specific assigned sections would've been more helpful than trying to figure out what lectures corresponded w/ which chapter (they didn't always correspond)
- chapters were cryptic, and very conceptual
- Not enough math examples to solidify understanding
- there was a lot of irrelevant content which was sometimes frustrating to sift through, though ironically it was intended to make the reading more interesting
- there were some concepts that were explained differently in lecture/in textbook, i think. it was a little bit confusing, i think it will be better if the prof. would briefly mention how it's differently explained.
- I would like for the instructor simply to tell us what pages are most vital, and which examples to study, rather than just letting us read at will.
- Textbook did not explain the mathematics well. Practice problems had too many parts.
- Too long
- textbook was not valuable at all...did not use except for problem set problems
- The textbook is not exactly an adequate supplement to the material covered in lecture. It is often times very theoretical and when it goes into the mathematical explanation, it is often cursory and inadequate.
- I'd appreciate if the problem sets typed out the textbook questions, because I had an old edition and they didnt synchronize very well. Minor, but helpful.
- Provide More problems with solutions.
- The book didn't always correspond with lectures, but that's okay, because I liked going by the lectures better. Maybe it'd just be useful to be clearer about what sections of the book we're covering in the class.
- n/a
- sometimes not as clear as lecture, surprisingly.
- suggested readings from the book would be helpful
- Didn't use the textbook much... wish it didn't cost so much if it's not going to be useful.
- I did not find I needed the textbook at all.
- The textbook was very weak on math, and was not much of a help when solving problem sets.
- Integrate the reading assignments more with the course calendar.
- never read the book so i would have liked it better had all the questions been out of the book so i wouldn't have had to purchase it.
- I feel there were a lot of words in the book for not a sufficient amount of understanding and / or math. Chapters were long, but the amount of learning in them was not tremendous.
- -The class notes were generally sufficient in terms of understanding concepts, and you made references to the book occasionally to keep those reading the book in line with the class material. Perhaps you could make an outline at the beginning of quarter with the chapters that we would be doing and when so people could read ahead accordingly. Even if there is a change in the material at some point; just a tentative schedule might have been helpful.
- The textbook did not give enough examples.

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

#### **Strengths**

- the problem sets helped to solidify understanding
- Assignments were very helpful in preparation for the midterm exam, which was of adequate difficulty
- Loved the exams. Expectations were clearly laid out; students should not have been surprised. Difficult enough to make the exam interesting but not so difficult as to make it impossible.
- they were great - caused me to think outside of the box.
- Rigorous treatment of material, enhanced comprehension.
- The assignments were fair and good for helping solidify concepts.
- Very reasonable length that demand an increased understanding of the material.
- The first midterm was very long, but doable for people who were very well studied. I liked the number of true/false questions on the final, which emphasized conceptual understanding rather than algebraic proficiency.
- The tests were relatively straight-forward. They contained a nice mix of conceptual questions and "calculate this" questions.
- The homework assignments help solidify everything we learned during section and lecture, and were not too long.
- the difficulty of the exam was very reasonable
- The assignments and the exams were both fairly designed - no surprises.
- They were great at testing conceptual understanding.
- For the most part the exams were fair on the material we covered in lecture.

- Problem sets were helpful. Midterm was a measure of conceptual understanding.
- the test was a good length.
- assignments were fitting both before and after the length was changed.
- Useful, helped test concepts
- Fair exams.
- Assignments were great at pertaining to the subject matter.
- Glad he changed the required amount, because those problem sets did get very long.
- The midterm was a little long but very fair in terms of kinds of questions.
- Problem sets good at testing conceptual understanding.
- Midterm very fair.
- The assignments were, on the whole, well thought out and challenging enough. I thought they were very fair. For the most part, the same goes with the exams.
- As was already mentioned after the midterm, problem sets and the midterm itself were often very long. Still, the p-sets did help to solidify the material.
- I think the problem sets were fair and very useful in preparing for the midterm.
- Problem sets were very challenging, and the midterm was pretty tough as well. All of it contained important information, though, rather than just busywork or memorization.
- The problem sets were too long, but he shortened them. It made it really helpful. The difficulty of the midterm was adequate.
- Overall question number and difficulty were good, tested concepts well.
- exams very reasonable in difficulty and length.
- the problem sets really were the main way to learn the material. early problem sets were long, but necessary in learning how to do the different types of problems. exams were very fair, not tricky. good way to gauge the understanding of students.
- exams were good
- Breadth
- The assignments were usefull the mid-term was well crafted
- Tests didn't reflect course material, and they didn't ask conceptual questions. I understand the idea of an exam is that if you don't know how to do a question, if you understand the course, you should be able to figure out how to do it. Not the case in this class.
- Exams were very fair.
- All the exams were fair, if rather long.
- Problem sets were well-designed. I felt that the midterm, in particular, focused far too much on mathematical computations that on testing understanding of economics.
- Assignments were perfect with a broad range of tests. I actually preferred the initial length before they were shortened because it was more comprehensive and I don't mind the extra 1-2 hours for that extra gain. Marginal benefit...after all ;)
- In the beginning the homeworks were fairly long but then they were more manageable. The exams were fair.
- Challenging, fair material
- The exams and the homework was both very valuable and relevant.
- assignments good,
- Problem sets were very helpful, especially for review. Good balance of the purely mathematical and the intuitive. I also liked the "optional" problems at the end of the later homeworks.
- Assignments are generally good, very helpful for the exams and for helping to understand the course content Midterm was very fair, questions similar to assignments
- The assignments were neither too difficult nor too easy; the length was more or less just right; they were very helpful in studying for exams. I thought the midterm was very fair, but I barely had enough time to finish--I think it was a little too long.
- The midterm was fair.
- Problem sets were challenging and helped explore different concepts.
- he was fair
- problem sets were very difficult and time consuming. exams were difficult
- Assignments were a lot better towards the end. They were shorter and more concise
- Good at testing concept rather than recall.
- HW helped a lot in teaching us what we needed to know. HW was challenging, yet just the right difficulty so it taught the concepts thoroughly
- I would have liked 2 midterms, but thats just me. They were pretty reflective of what was taught
- The assignments were reasonably challenging without being overwhelming, and emphasized conceptual understanding over mechanical problem solving.
- I thought the mid-term and the final were both very fair.
- Adress the concepts taught and emphasized in class
- 1) Fair and good at testing understanding.
- exams are fair, well graded, only on concepts covered
- ---
- The true/false questions on every exam were wonderful. They were difficult, made me think, overall they were

great.

- I liked the assignments because practicing the problems helped me learn the theory, and I like the exams because they tested this knowledge and were not unfair in any way (eg no trick questions).
- very fair questions
- all problem sets were fair and helpful and the midterm was fair though perhaps a tiny bit long
- Exams were fair, but the midterm was a bit long.
- Assignments were useful and appropriate
- Extremely fair questions on the midterm (straight from the problem-sets) but the test seemed long, especially in comparison with the practice one posted on Coursework. The problem sets were directly related to the material we saw in class, and really helped prepare for the exams.
- the exams were fair, i thought the questions were reasonable because they were similar to questions from the problem sets I think the true/false part is useful because it is theory based so we are able to understand concepts
- -Definetly Fair
- problem sets were great in strengthening my understanding of the material
- Good in difficulty, and success of testing concepts
- I thought the midterm was a fair test and a good way of evaluating overall understanding
- very fair but challenging
- very fair
- Tough. This class is one of the hardest I have taken!
- assignments were every week and fair. They were useful for helping understand the material.
- The assignments were always very well designed to test the most important concepts learned in the week preceding. They pushed for our mastery of the understanding. The exams were fair, while slightly more difficult than assignments.
- At first, the problem sets were very long and time-consuming, but after the evaluations, Abramitzky gave us a couple of the questions as optional, and this helped a lot. We would still have all the problems needed to understand the concepts, but the actual part to be graded was not as long.
- Exams were fairly difficult and there was definitely time pressure. Problem sets were very fair and helpful.
- The problem sets were really helpful. The content of the midterm was fair.
- We were not given enough time to finish the exams.
- PS's solidified understanding
- The assignments and exams were fair, but the midterm was a bit long for the time that we were given. It was also a bit longer than the practice midterm we were given to test ourselves with.
- very fair tests
- Midterm was a little long
- The exams were fair, although I think a second midterm might have been helpful.
- Exam so far was not too hard
- Midterm and many of the problem sets were very long, but that has changed
- the midterm was relatively long, and the True or False questions were far too many
- After the midterm, Ran shortened the problem sets and then they were much more useful.
- assignments are relatively hard and useful as long as they dont take too much time to do (ie 5 hours). If i have the time every week to actually sit down and have that one and only pset to work on for maybe 2 days, it would be definitely show the usefulness of the assignments
- The midterm exam was fair and it tested the material we had learned and been exposed to well. The problem sets are sometimes unclear in their wording, but are also fair in that they put our knowledge of learned material to use.
- midterm was fair but long, and helped reinforce concepts.
- Problem sets were very fair and helpful - emphasized key concepts and really helped me learn how to do them. Exams in general were fair and asked the right questions about important concepts.
- tested our understanding
- completely fair. no trick questions and nothing that we should not have been able to answer.
- Very straightforward
- Test were a little bit too long. Test were fair overall. During the final however, the material for one of the questions asked was never taught either in class or section.
- assignments have been good: clear, good length, well written, etc.
- I thought the tests were fair but certainly challenging. The final called upon all aspects of our learning over the quarter, even if some of the last few problems were a bit obscure compared to what I was expecting.
- Exams were
- The exams were very fair, especially the midterm. The final was fair, although I felt that we were tested on certain things that were not very emphasized throughout the course.
- It was all fair.
- midterm was pretty legitimate...and fair
- The grading system is fair.
- Problem sets were very helpful in aiding my understanding of concepts discussed in lecture, and exams were a fair representation of material covered in class.

- The assignments and the exams were fair and I felt that they were an accurate measure of what we learned.
- Exams were very fair, and definitely tested concepts rather than facts.
- Exams were very, very fair. P-sets were reasonable and enforced material well.
- good. midterm long.
- Good, fair exams. Very useful.
- Assignments were a good length after the midterm (thanks for changing it!)
- Overall, the exams were fair.
- exam was challenging but not impossible or tricky, seemed appropriate and fair problem sets were right on in length/comprehension
- the content of the exams was explained before hand, useful review materials were provided
- Length was perfect, each very challenging, final.
- The assignments and exams were consistent and very reasonable in difficulty.
- The assignments were one of the most critical components of this course. The reading was somewhat helpful, but the problem sets really helped me understand this material.
- Assignments - perfect length and difficulty at beginning - they got short toward the end as a result of student evaluations, and I think that was a bad idea. We need to see the hard concepts and be forced to do them.
- Exams - the midterm was very, very fair. The final incorporated some material that was not representative of how well we had learned - in particular, question 6 seemed unfair. We had never learned how to do a profit-maximizing monopolist's demand for L, K, and Q.
- exams were fine, no tricks which was nice.
- exams were good except i thought the final was a little unfair. i feel like i knew most of the concepts but got hung up on the math during the final.
- -Exams were just the right level of difficulty. They covered concepts from class so people that knew and understood class material well should have done well. He didn't pull out any random ideas at any point. - Problem sets were also well-written. You decreased the length of them after our mid-term evals, and I appreciate that.
- Exam was fair.
- homeworks were rather long in the beginning. got better near the end.
- Exams were reasonable, relatively few tricks and loopholes for students. For a large class, I was impressed with their straightforwardness and testing of relevant concepts.
- Adequate
- The midterm was very consistent with problems we had been working on.

## Suggestions for Improvement

- no problem sets the week before midterm/final
- The midterm was fair but longer than time allotted. The second half of the final exam seemed to test material that was on the periphery rather than the main concepts.
- The final exam was unexpected... the midterm had two problem set questions while the exam had interest rate and monopsony, and im wondering why they were SOOO different from one another.
- Generally problem sets were good in their coverage of the material.
- Midterm was REALLY long. Even though I knew the material and could have done well, the lack of time made me panic and perform worse than I should have performed. I think that the test was FAIR but there was not enough time.
- Start with easy problems and move to increasingly more difficult problems. Solidify understanding.
- Problem sets were particularly difficult towards beginning, but you already knew that. Only two tests leaves a lot of (difficult) material hinging on a small sample of our actual understanding. Could you avoid questions that clump 4-5 questions in one part of one problem? Or break them down into one question per letter.
- The test was fine, except for the true/false section. I think that it should be less than half of the entire test, because I think the actual problems are more important.
- too lengthy
- The midterm exam was too long. I was unable to show what I had learned in the class because there were too many problems for the time given. This improved during the final exam. However, I felt that there were some subjects that we spent a lot of time learning, yet there were no questions on the final about those subject. On the final, there were questions on subjects we either did not learn in class or section, or subjects we spent little to no time on.
- Exams were too long.
- Fewer true/false.
- NOT in dinkespiel auditorium. This is an awful room for a class let alone an exam.
- A little long at times
- The low grade on the midterm was because people didn't have enough time, not a lack of conceptual understanding. I had reviewed those problem set problems and knew exactly how to do them when I saw them on the midterm, and didn't waste time anywhere by not knowing things or writing more sentence or two as justification - but I was still writing the WHOLE time and just couldn't quite finish everything. The final was

better.

- The final was quite unfair because many of the questions covered material that was hardly focused on in class, section, or even problem sets.
- Problem sets too long. Midterm exam was too long, but good in content. Final exam had some content that shouldn't have been in there, such as things that were mentioned in section the day before Thanksgiving break but were never once mentioned in lecture and aren't actually important. Final was also too long. Difficulty of the exams was reasonable.
- Final had some things that weren't expected and made it particularly difficult. It wasn't as focused on the central concepts as was expected.
- On the exams, I didn't like having quite so many true/false questions. To me, actual problems were more important (and we spent more time on them), so I would have liked to see more of them on, say, the final.
- The PSets were impossibly long at the beginning, but he shortened them later.
- The midterm was too long. It was too much material to go over in one class period.
- The final was geared more towards things we barely touched on and a little less on the main points than I would have liked
- The midterm was very long and it was difficult to finish under the time constraint. Also it was hard to get questions right because each part of a question built on the first so if you made a mistake in the first part all your other answers would be wrong even if you understood the material.
- Midterm was too short, I needed more time.
- have exams available for pickup in section and/or class, instead of just in the econ office.
- would be nice to be able to bring in a sheet of notes to exams, since exams are time constrained it can be helpful to have a page of own notes to remind self of ways to solve problems. we know how to do the problems, but sometimes have a "brain hiccup" during a test.
- The exams were unpredictable and the final was not fair
- The first midterm was supposed to be based on lectures 1-9, except all the questions were drawn from the very last (very crammed, obviously he was running behind) lecture 9. The final exam asked one questions that hadn't been emphasized either. In particular, he devoted a problem to monopsony, which was not ever mentioned in lecture, nor in my section (although that was apparently the oversight of my TA)--what about the other tens of hours of classtime!!
- Put less material on the exam. It was nearly impossible to solve all the problems in the given time, especially without a calculator.
- Some of the early assignments were long and tedious. Final exam tested some concepts that weren't really stressed during the class.
- Focus on theory more, math less.
- Monopsony was on none of the homeworks but it was on the exam; I wasn't comfortable with that...
- -----
- a little too long for the allotted time
- Midterm was very difficult, the room was terrible no desk, contributed to more stress and harder conditions. It is also a lot of pressure to have only two main tests that make up your entire grade.
- The first test caught me off guard because it was a lot longer than the practice exams, which I suppose is both a strength and a weakness (keep students on their toes but an inaccurate indicator of how well students understand material). Next time, I'd rather have a short test with brand new problems than a long test with a problem set problem.
- None
- Sometimes the problem sets can get a little repetitive, ie. three different problems that are basically doing the exact same thing (eg. finding optimal K and L). As long as the problem brings up a new concept (like perfect complements) it's fine, but sometimes, the problems are almost the exact same, but you have to do a lot of mindless calculations. Midterm was a little too long. I knew how to do most of the problems, but I didn't have the time to finish.
- Perhaps the problem sets should include more questions on intuition, since these show up in exams. The midterm seemed a little too long, and many students didn't have a chance to finish or at least check their answers.
- The final was a poor test of the course material. I would expect a class that had major themes of consumer and producer optimization to include some of those questions on the bigger point questions. The only relevant question was the one about world trade. No other question captured major themes that were in the course. The monopsony questions was completely unfair and the consumption question was irrelevant. Also it's unfair to have 5/9 of the final true/false.
- Exams were very difficult! Given the large amount of material, having two midterms would be better.
- the midterm was too long
- shorten problem sets
- The final was not very good. It did not test us on the most important concepts but instead on little things.
- Shorter problem sets and exams would be beneficial.
- The last quarter of the final was on topics that we did not spend as much time covering. It didn't seem right that such a big chunk of our grade would be determined on such unemphasized topics.
- too long, and didn't rely too much on recalling what was on the practice midterm

- 1) The True/False sections were always too long. 2)
- midterm exam was too long - everyone barely finished
- too long.
- I did not like how the exams reflected problem sets. On the first midterm, two of the problems were word-for-word from the problem set. This did not test conceptual understanding, but rather recall.
- The first exam was very long. Also, I think it was a little difficult having to work extensively with fractions as opposed to whole numbers without a calculator when doing calculations on the exam.
- I didn't like that the true false part was worth so much.
- First midterm did not have enough time considering the number of questions.
- No required/optional segregation within psets.
- the midterm needed to be around half of the length. The midterm was so long that it did not adequately allow students to show what they understood. For the final, there were a couple of questions that were totally inappropriate to ask and were dependent on specific teaching in sections (that did not always happen) and were not concepts that were given adequate time in class or that were ever even mentioned in problem sets.
- Problem sets were a little long at the beginning of the quarter. Also, it might be helpful to have numerical examples in class to aid in conceptual understanding for the problem sets -- I learn best by seeing how its done.
- The midterm was too long. I felt like I understood everything, but I didn't have time to finish it - I could have gotten a lot more right if it hadn't been so long, and I have talked to a lot of people who said the same thing. The practice midterms that were available online were considerably shorter, so I was expecting our midterm to be the same length as those.
- Midterm was not a proper length for the time period. The final contained material not covered in class and many of its topics were not focused on in class, making much of the studying. The True/False section didn't test important aspects of class and was not very straight-forward.
- I thought the final exam was poorly done. The true/false section was too long and not the most effective way of measuring overall understanding. Also, half the questions were on obscure topics which did not relate to the main flow of the course material. Most of what I studied and prepared for was useless. The topic we only talked briefly about in class- and the ones that I did not spend as much time studying- were the bulk of the test. This is problematic.
- midterm was rather long... and we only had one... I feel there's too much material to simply do one exam.. there should be more than 1 midterm
- assignments were too long, though shortened at the end. Would like to have more practice problems before the problem set
- very hard exams
- a bit long, daunting
- Why spring this inferential learning BS on us? I hate it! I can't handle it!
- again, the question on monopsony was unfair
- Tests, especially final, were difficult, even after studying and practicing problems.
- Exams were too long
- the midterm was long
- exam questions sometimes deviated greatly from problems in homework
- problem sets were a bit long
- PS's were way to long in the beginning
- don't completely copy some problem set problems
- Initially homeworks were somewhat lengthy, but improved over time. Was not happy that first two midterm questions were nearly identical.
- Already taken care of
- The midterm was too long.
- Final exam covered two topics, intertemporal consumption and monopsony, which were covered for a total of 10 minutes combined in lecture. I found that annoying.
- final tested more for recall, and was much too long. too difficult in scope, and depth, not very helpful in reinforcing concepts.
- Did feel that a few of the questions on the final tested less important concepts, rather than asking about the major themes.
- were difficult
- The exams were somewhat unfair. The midterm's content was fair, but it was too long. The final was not representative of the course content. Three of the questions did not involve major concepts, and one of these questions involved a concept not discussed in lecture. Also, much of the material that we were supposed to focus on did not come up on the test.
- The midterm exam was too long for the amount of time given. Also, the final tested us on information presented in section but I've felt that this class' sections were not helpful and that the TA's were not able to communicate well and teach us the material.
- A bit long...
- the psets were a little bit too long.
- I think that some of the earlier problem sets, in retrospect, were too long and taught too little to merit the amount

of time we spent on them, especially since little of that material was covered on the tests.

- Too few problems on exams.
- Don't do the research and writing project.
- final was much harder with a reference to topics we didn't touch on very much
- The choice in problems and overall distribution of concepts on the exams is a bit unbalanced. Too many points are assigned to problems that are not as important in the text, whereas the more important concepts are not weighted as much as they are valuable.
- Initially Problem Sets were a little long and hard to finish as another Econ class' problem set was due on the same day, I feel many students faced this problem.
- I'd appreciate some TA led review sections before the exam (i.e. just walking us through some sample problems)--we did a good job reviewing the concepts in the past but not enough practice with actually applying them to solve problems.
- The first exam, I feel, was too long to squeeze into a fifty minute class period.
- dont use optional problems- assign the things we need to do for understanding, and leave it at that. if we need to do it, make it graded, otherwise keep it separate.
- pronlem sets in the begining of the quarter were perhaps a bit too long
- The final and midterm were both so different from the practice midterms. I'd rather do more problems and less true false. We spend two or three weeks studying production functions yet did not have a single conditional demand problem on the frinal.
- Final more challenging than midterm. I was surprised.
- Again, Dr. Abramitzky catered to the lazier students and shortened his problem set. He DOESN'T NEED TO DO THAT!! His initial problem sets were just fine - if the students complain, they clearly do not understand the stellar education that he is giving them.
- Exams were too long for given amount of time.
- -The midterm was too long for the amount of time we were given.
- Problem sets were a bit long, particularly in the earlier half of the course. I would suggest following the setup of later problem sets, with less mandatory problems and increased optional problems. I found myself annoyed that so many of the problems came directly from the textbook rather than the minds of the lecturer and TA's. Because students spend so much time and effort on these sets, those who teach the course ought to be able to come up with their own original problems.
- Some problems on the final were not consistent with what was emphasized during the class. The true false portions are all or nothing.

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

##### **Strengths**

- Really interesting lectures and solid course.
- loved going to class
- Posting blank slides on coursework helped me a lot with notetaking during the second half the quarter.
- No.
- It was a good course! I enjoyed the material and the professor!
- Numerous people I know who were questioning taking econ as their major have had restored interest in the material. Great class.
- Thank you! I wish we could have you for Econ 51, also.
- Very challenging.
- I really enjoyed the material we learned in the class, as well as the professor and my TA, Assaf. I think the pace was really good, and the transition between subjects was also good.
- Good instruction.
- great course!
- Sections could be better integrated.
- Excellent class
- Very well taught.
- GREAT TEACHER
- Informative class, good to solidify my understanding of the basics of economics.
- Very good class in general.
- Very helpful (and challenging) course. I look forward to Econ51, and I hope that my experience with the professor there can be as good as my experience with Ran.
- I loved the experience and the instructor despite the fact that the course was difficult and I struggled at times.
- This class was awesome.
- i really enjoyed this course. i think Ran is a great prof, and would take another econ class if he's teaching it. He made the material interesting, showed his own enthusiasm and interest about the topics, and tried to get the students to see the value in course topics. Also made sure students understood the material. provided both the math and intuition behind concepts. the content was very well organized and the course was well structured --

didn't feel overwhelmed with info

- no
- RAN IS AWESOME
- I will say Abraminsky really cared about his students, and came to class prepared. I never missed lecture because he was a great lecturer.
- Good course.
- A very good course and a LARGE improvement over Econ 1.
- Amazing course. I love micro, and this is THE course for me. We'll see how the final went though...
- Good course.
- I wouldn't recommend changing much - he's excellent.
- I'm so glad I had a chance to take this class from Professor Abramitzky! I learned so much, and am definitely looking forward to continuing to study economics.
- This was a very enjoyable and easy-to-grasp class, and I felt everything from the tests to the grading was very fair.
- none.
- Ran is the strongest part of this course, and I hope he doesn't give up teaching it. Thank you!
- none
- Really made sure all the resources including TAs and professor himself were available to students.
- It was hard
- The teacher was extremely organized and prepared for class. Thank you very much! Great teacher!
- 1) Hard but interesting and useful.
- great class overall - I really like econ now!
- ---
- good
- very enjoyable
- great course, great professor
- Excellent lecture.
- Great course
- Very cool.
- Great class
- very good, professor is EXCELLENT
- It's a tough course. Very competitive.
- Loved the professor
- My favorite course at Stanford! So interesting and well taught. Ran is one of the most amazing professors I have had at Stanford thus far.
- Great course. I enjoyed it a lot.
- You are a great teacher thank you so much!
- Good class overall. One suggestion: reward improvement. If a student gets a B on the midterm and an A on the final, and his problem set grades are top-notch, he should get at least an A- in the class.
- Section should be better planned to solidify understanding.
- Great course to get the mathematical foundation/background for concepts you learn in Econ 1. The class isn't necessarily that challenging, but that helps the class go at a pace that allows you to learn the material well without suffering in your other classes.
- very good
- Good class, tough, but good
- Thanks
- great course in order to understand the basics of economics!
- Ran is amazing! Seriously one of the best professors I've had so far at Stanford.
- Absolutely wonderful professor, well-organized class, thorough material, in-depth/great lectures.
- Ran is a great lecturer, and such a nice guy. It's clear that he's truly interested in making sure that students learn and are happy with their learning experience!
- I liked this course very much, and I thought the professor did an excellent job of teaching the material in a clear fashion.
- Good.
- Professor Abramitzky is very personable
- RAN IS AWESOME. DEFINATELY AN EXCELLENT ECON INSTRUCTOR. I LOOK FORWARD TO TAKING MORE CLASSES WITH HIM IF POSSIBLE.
- Great Course.
- Ran is wonderful at teaching econ50
- Great class, great professor! Good job!
- One of the best professors I've had at stanford.
- This was a great course!
- really enjoyed this quarter.
- I liked the content and the teachers.
- Ran is hands down the best lecture teacher I've had so far at Stanford, and I don't even like economics that

much.

- This was an incredible course, and I wish I could have more courses with him. Although Dr. Rangel's ECON1 offered Win 2006 was very unpopular, his class prepared me very well for ECON50.
- Very good.
- thanks for a great quarter.
- -My favorite econ course so far. I love your passion for the class; it makes me really enjoy econ and come out of every class saying, "wow. i love this."
- quite the enjoyable lecture, with all the defects of dinkelspiel... :P
- Well taught course. The general attitude of the professor and TA's was outstanding, and I felt like I was receiving individualized education, which is no small feat for a class this size. Well done!
- Good
- Professor Abramitzky clearly cared about the students learning. Making an effort to meet students out of class and making sure there were plenty of office hours was greatly appreciated

## Suggestions for Improvement

- good course, just a little bit too fast to fully grasp all of the concepts
- Homework and tests emphasized esoteric math functions (min. function for example). These functions should be included in the course, but they recieved too much attention and made the students spend too much of their energy learning how to work with esoteric functions as opposed to learning broadly applicable concepts. Using more familiar functions to describe utility and production would allow students to spend more energy learning the underlying concepts.
- get new TAs and fix the final exam
- Dinkelspiel Auditorium is NOT a good place for a class, and especially not a good place for a midterm/final. It's hard to write on a BOARD...we need a classroom with desks.
- Meet three-four times a week for a shorter amount of time.
- Sections aren't very helpful, because it brings in new materials. I was thinking if sections only work on the Math side of the course, it'll be great.
- More office hours during the evening (ie 5-7p) on days other than the day before problem sets would be incredibly helpful. The syllabus with regard to different topics was pretty scant with only 5 topics. You could expand it to the individual lectures, even something as simple as being given the "Last Lectures" and "Today's Lectures" compiled in the beginning of the class.
- Do not ever have a lecture in Dink again. There are no desks to write on and it's terrible. In general, two hour lectures where you are taking notes the whole time are not very much fun. I think it would have been better to have it split up over 2 or 3 days.
- New venue!!! Dink is horrible!!!!
- Too math-focused at the expense of conceptual understanding; the problem sets are all about learning how to do something mathematically.
- Please assume that things kids learn in section won't be retained. The quality of TAs varies an extraordinary amount; I had a really sucky TA and as a result didn't know ANYTHING about multiplant monopolies, monopsonies, cartels without extra help from other TAs' OH.
- The section was poorly integrated into the material being learned in lecture.
- I got sick of the let's draw on powerpoint slides method of teaching- especially since Ran's writing/drawing skills are lacking. Premade slides with graphs done on the computer would be much nicer. Also, the class needs a better math review at the beginning- I needed a solid review of multivariable calculus, and the 30 min. horrible section on math taught by a random non-TA didn't help anyone.
- The course is very fast-paced and intense...
- Yes. This course reviewed an exceptional amount of material from econ 1. Some lectures were exactly the same as lectures I had in econ 1. I would suggest combining this course with econ 1. The math is simply not that complex, and everyone coming into Stanford has taken calculus. Basically, this course reviews too much material while introducing too little new material, so I would suggest changing the econ sequences so that there is less overlap.
- again, only suggestion would be to teach the class in 3 lectures a week, because the 2 lectures a week can be kind of long and tough to digest all the information thrown at us.
- i better get a b
- Section was a waste of time. In all my other big lecture classes, section has been the time when all the concepts spoken of in class came together and really made sense on the conceptual and applied and practical levels. There was no consistency across sections, and most TA's (with the exceptio of Assaf, who's incredible) were unmotivated and uninterested and rude. More than a few times, as a girl in office hours, I was blatantly discriminated against/ignored by the male TA's. Unacceptable.
- Lectures could be improved in clarity and organization
- The midterm should not be worth 35% of our grade--that is too much for a single midterm.
- Keep the identical teaching staff.
- -----

- slowing down the pace midway through the quarter helped me absorb the material a bit better.
- Taking the class in Dinkelspiel was difficult--it's very hard to take a test without anything to write on, and Dink didn't seem like it was set up for lecturers--there were a fair amount of technological challenges.
- Please, never have the class in Dink again!
- The course was pretty fair until the final. I spent a very large amount of my time studying for this final and I was really disappointed with the final. I don't think it was a fair measure of ability. I would equate to a final that was written to be the easiest to grade.
- The pace is much too fast and doesn't give enough time for conceptual understanding. I found the TAs unfriendly and off-putting, and therefore I was reluctant to attend office hours.
- none
- Bad room, but not anyone's fault
- 15 minute break between 1hr 35 min lecture could be useful in maintaining focus.
- 2) A bit too technical at times.
- N/A
- ---
- The syllabus would have been more helpful if it had specific dates attached to the subjects and topics (so that we would have a better sense of what would be on the midterm, and so that we could read ahead).
- Section, compared to my experience with Econ 1 last winter, was not that well integrated into the class. It often felt like another lecture instead of a time for hands-on learning with us doing problems, etc. I feel like it could be a better use of time with a different format.
- I would like more example problems available to help with understanding the material and doing the problem sets. The answers to these should be available before the problem sets. I think it would be helpful to have some sort of a work book prepared for this class.
- It makes me sad that economists who are not so quantitatively focused have to take this course...
- Please, no more classes in Dinkelspiel Auditorium, it is a horrible place to try to learn in
- It's a small thing, but Dink Aud is a terrible place to hold a class. The lack of desks made it incredibly hard to take notes.
- the ta's sucked
- maybe include one or two topics that were not in Econ 1.
- The system for picking up exams in the academic office was absolutely horrendous. It was completely unorganized and it was very difficult to find our problem sets. A better system needs to be implemented.
- Make the solutions to the homework more legible
- Poorly taught, mid-introductory course that does nothing to foster student interest in the area.
- I do think that maybe there ought to be points weighted in other things besides the midterm and finals, because after all a B is required to move forward in the Econ series. You might understand the material very well, but not be the best test taker and so it is not necessarily a fair reflection of your knowledge all the time.
- Dinkelspiel is a horrible learning environment. How can you learn and take tests without tables?! That's like asking someone to sleep without a bed and mattress.
- Lectures should not be held in Dinkelspiel! and more importantly midterm/final exams should never be held in a lecture hall which has no desks!
- It might be better to have not so large a class. For example, there could be 2 smaller lecture sections instead of one large lecture.
- I just feel that this course covers too much too fast. Perhaps if it was daily instead of biweekly, it would be easier to digest...I feel that the concepts were not reviewed enough, because we simply did not have time...and after having seen the material covered only once, I found the problem sets more challenging than they actually were, retrospectively...
- n/a
- it would be cool to tie the material into current world/economic events, maybe through coursework if not in lecture itself
- Please give me a B. :-)
- Two hour lectures are brutal. As much as I found the course interesting, I still ended up falling asleep more than I would have liked. I would have preferred 50 minutes four times a week for sure.
- Weekend office hours! Please figure out a way for exams to be held in rooms that feature actual desks.
- Most students I talked to in the class including myself were interested in economics but not the material of this class. I understand that there must be rigorous mandatory courses for this particular major but it is unfortunate that the material is so dense.