



ECON 20000 5 - The Elements of Economic Analysis I - Instructor(s): George Vojta

Project Title: **College Course Feedback - Autumn 2021**

Number Enrolled: **50**

Number of Responses: **24**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 19, 2022**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

| Comments |
|---|
| Budget constraints, preferences, indifference curves, utility, optimization, demand, revealed preferences, substitution/income effects, price effects, Slutsky equation, consumer welfare, intertemporal choice, uncertainty, insurance |
| How Econ is not a major for everyone. This class covered a lot of the theory that is not realistically implemented in real life using derivatives and other calculus functions. |
| Hicksian vs. Marshallian Demand, Slutsky equation |
| Marshallian and Hicksian demand, budget constraints, utility max, compensating and equivalent variations |
| Basic concepts like Hicksian/Marshallian demand, welfare, utility, etc. |
| Learning about the mathematical side of microeconomics— Marshallian and Hicksian demand, price change decomposition, etc |
| Introduction to the basic concepts of economics |
| Microeconomics |
| Intermediate microeconomic theory. Marshallian Demand and Hicksian Demand are the foundations of concepts developed. |
| Preferences, Slutsky, Marshallian and Hicksian Demands, etc |
| Consumer theory! |
| Theoretical consumer microeconomics Mathematical representations of utility |
| Optimization, preferences, consumer decision making and thinking about economics in a more mathematical way |
| Classic microecon content |
| Thinking more intuitively regarding economic concepts |
| I learned about consumer preference, preference relations, choice, demand, and optimization. We also learned how to think about these concepts using mathematical tools and graphical representation. |
| Foundational microeconomics concepts (Slutsky, Hicksian vs Marshallian Demand, Duality, Uncertainty, et cet) |
| We learned about the basics of economic analysis, Marshallian and Hicksian demand, Slutsky decomposition etc. |
| Economic analysis of consumer behaviour |

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

| Comments |
|---|
| Lectures taught material and had some worked examples, but a lot of application/understanding came from working with other classmates on psets. The textbook also helped clarify concepts that were not covered as much in class. |
| Towards the end, having the lecture slides ahead of time and recordings of the lectures was very helpful to reviewing. |
| George is an incredibly engaging lecturer and is always fun to listen to. He obviously cares about and is very attentive to his students. |
| lectures were very very helpful. george is an exceptionally good teacher. very teacher expectations and very organized lecture notes. couldnt really have asked for better. |
| Lectures were pretty helpful in explaining the material but the best resource for studying was the textbook and the write up of the lecture notes |
| we had regular lectures and weekly discussion sections. typically, lectures included both plain lecture and some interactive examples. discussion sections were either supplemental material or pset review. both very helpful |
| we had two lectures and a discussion session every week |
| Lectures and psets are helpful |
| Lecture covered theory behind the psets, weekly discussion offered further clarity. |
| Class was mostly lecture based and he would post his lectures after class |
| Lectures were amazing, discussion was amazing! |
| lectures are fun readings make content clear |
| Lectures helped break down the core components of the course clearly and concisely. |
| Assignments were helpful. Discussions and lectures were quite confusing. |
| The lectures and problem sets were what contributed the most to my learning, as well as the TA discussion session. |
| PSets were helpful in cementing topics discussed in class |
| George's lectures were good when he was on the chalk board. The problem sets complemented the class well, but always had a problem or two that was way too hard. The discussion section was a good way to go over the p set. |
| in person lectures & weekly TA sessions that went over the PSet solution and additional materials |

Please respond to the following:

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------|--------|-------------------|----------|---------|--------|----------------|
| This course challenged me intellectually. | 4.33 | 4.00 | 0.00% | 0.00% | 12.50% | 41.67% | 45.83% |
| I understood the purpose of this course and what I was expected to gain from it. | 3.96 | 4.00 | 4.35% | 4.35% | 13.04% | 47.83% | 30.43% |
| I understood the standards for success on assignments. | 4.14 | 4.00 | 0.00% | 9.09% | 9.09% | 40.91% | 40.91% |
| Class time enhanced my ability to succeed in graded assignments. | 3.91 | 4.00 | 8.70% | 4.35% | 13.04% | 34.78% | 39.13% |
| I received feedback on my performance that helped me improve my subsequent work. | 4.13 | 4.00 | 0.00% | 4.17% | 16.67% | 41.67% | 37.50% |
| My work was evaluated fairly. | 4.25 | 4.00 | 0.00% | 4.17% | 12.50% | 37.50% | 45.83% |
| I felt respected in this class. | 4.43 | 5.00 | 4.35% | 0.00% | 0.00% | 39.13% | 56.52% |
| Overall, this was an excellent course. | 3.86 | 4.00 | 9.09% | 9.09% | 4.55% | 40.91% | 36.36% |

Additional comments about the course:

| Comments |
|---|
| This was the instructor's first time teaching, but he did a great job. He was also very flexible considering the different circumstances that came up through the quarter and was willing to talk about topics that interested us as well. |
| very good course. take it with george if you can. he is very willing to help answer questions too. also, really nice person. |
| His lectures were not explanatory enough to build economic intuition |
| This class is amazing and awesome |
| Vojta made adjustments after receiving feedback and ACTUALLY implemented them. He began putting things we learned into context, going over a bit of review any time he could sneak it in and also tying different concepts together |
| The class got harder to follow when George switched from the chalk board to a slideshow format because he went through the material more quickly. However, that couldn't be helped because he was injured and could no longer write on the chalk board. |
| love George what a G He has a good sense of humour (granted I really like dad jokes) and he genuinely cares about his students. He even hosted career panel and like his friends gave us career advice which was really helpful. Also you could tell he took time to make the lecture materials |

I would recommend this course to:

| | No | Yes |
|---|--------|--------|
| Highly-motivated and well-prepared students | 4.55% | 95.45% |
| Anyone interested in the topic | 22.73% | 77.27% |

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

| Comments |
|---|
| The instructor defined terms and went through examples in class. He also improved through getting feedback from students after the midterm, giving more examples and summarizing main ideas more effectively. Instructor also posted lecture notes, which helped a lot. The midterm seemed pretty reasonable given the lectures and psets. Instructor also had lots of office hours, so he was very available for help. |
| Recorded lectures and uploaded lecture slides and notes |
| His humor in teaching was honestly the biggest thing for me. He is extremely fun to listen to. |
| lecture, problem sets, and lecture notes. lecture notes were super helpful |
| He included a lot of simple/easy to understand examples in his explanations which I think made the more complex material much more digestible! I also appreciated that he included lectures on things we were interested in learned more about (game theory). |
| very helpful and good at explaining complex topics in a digestible manner |
| He posted his lecture notes on Canvas which was really helpful since I can go back and review anything I didn't understand. |
| George is very clearly versed in the content of the course. |
| He was very methodical and it was very clear what his goals for the class were. |
| slow, clear explanations adjustments to midterm feedback problem sets |
| George breaks down a lot of difficult concepts and problems into easier ones that we can understand, allowing for easier way of absorbing the information |
| Really thorough lecture notes |
| Having examples during lectures so that we can look through how to apply what we learned to actual problems |
| The PSETs |
| Engaged in lecture and excited to teach the material, responded to questions well. |
| He was excellent during the asynchronous/online portion of the course (moved online due to an injury he sustained), but the in person classes were sometimes more convoluted and difficult to follow, even though he was extremely engaging and energetic |
| George was really good when he was teaching on the chalk board. He was also very available outside of class for extra help. He was always willing to help you understand more. |
| powerpoints and then lecture notes |

What could the instructor modify to help you learn more?

| Comments |
|---|
| Psets were sort of hard since not all the questions/topics were taught with examples during class. Pset questions were also sometimes a little confusing, but they were doable. |
| Record all lectures |
| PSet structure and proofreading, clarity of questions |
| really not much. this class was a great experience. definitely made me more interested in econ. |
| Going through derivations more and making the difficulty of the questions on the problem set match their weight (some questions were much too long/difficult for how little psets affect our grade) |
| The PSETS were extremely hard and dud not help me with studying for the final at all. Luckily, we worked on the PSET in groups so we helped each other out but I feel like the level of difficulty did not correlate. It would be nice if we had PSET questions that match what we learned in class and similar to exam questions so we could be better prepared for the exams. |
| He can sometimes explain things in an abstract, inapplicable, and rapid way that does not tie back to the rest of course content. It has been hard to tie back lectures to psets and exams. |
| Literally nothing. George was one of the best professors I've had here. It's hard to think it was only his first class |
| adjusted well to feedback sometimes felt like explanations were confusing but greatly improved overall as the course went on |
| Be a bit more clear during the lectures so that the topic that is covered is clearly stated/ better transition between topics |
| Possibly make the lecture notes clearer in terms of having the same content such as equations and formulas as shown on the textbook |
| Be more clear in his explanations and provide more practice questions that will be expected in assignments/exams. |
| Go over the derivations more fully instead of just saying that something "falls out" of x or y equation |
| Go a little bit slower in class. Sometimes concepts were hard to follow because he didn't give us adequate time to digest the concepts before he moved on. |
| less typo :(but is okay we all make typos |

The Instructor . . .

| | Mean | Median | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
|--|------|--------|-------------------|----------|---------|--------|----------------|--------|
| Organized the course clearly. | 4.13 | 4.00 | 4.35% | 4.35% | 13.04% | 30.43% | 47.83% | 0.00% |
| Presented lectures that enhanced your understanding. | 4.04 | 4.00 | 4.17% | 4.17% | 16.67% | 33.33% | 41.67% | 0.00% |
| Facilitated discussions that were engaging and useful. | 3.95 | 4.00 | 0.00% | 4.17% | 29.17% | 20.83% | 33.33% | 12.50% |
| Stimulated your interest in the core ideas of the course. | 4.04 | 4.00 | 0.00% | 4.17% | 25.00% | 33.33% | 37.50% | 0.00% |
| Challenged you to learn. | 4.42 | 5.00 | 0.00% | 0.00% | 12.50% | 33.33% | 54.17% | 0.00% |
| Helped you gain significant learning from the course content. | 4.21 | 4.50 | 0.00% | 4.17% | 20.83% | 25.00% | 50.00% | 0.00% |
| Was available and helpful outside of class. | 4.33 | 4.50 | 0.00% | 0.00% | 16.67% | 33.33% | 50.00% | 0.00% |
| Motivated you to think independently. | 4.21 | 4.00 | 0.00% | 4.17% | 16.67% | 33.33% | 45.83% | 0.00% |
| Worked to create an inclusive and welcoming learning environment. | 4.50 | 5.00 | 0.00% | 0.00% | 8.33% | 33.33% | 58.33% | 0.00% |
| Overall, this instructor made a significant contribution to your learning. | 4.17 | 4.50 | 0.00% | 8.33% | 16.67% | 25.00% | 50.00% | 0.00% |