

Stanford University

Fall 2019 Section Feedback

Course: F19-ECON-202-01: MICROECONOMICS I
Instructor: Lukas Bolte *
Response Rate: 26/30 (86.67 %)

1 - In what way did you interact with this instructor most?

Lukas Bolte

Response Option	Weight	Frequency	Percent	Percent Responses	Means
In section meetings	(1)	24	92.31%		
In lab	(2)	0	0.00%		
During office hours	(3)	0	0.00%		
Via a class website	(4)	0	0.00%		
Email	(5)	1	3.85%		
In class	(6)	1	3.85%		
Other	(7)	0	0.00%		
				0 25 50 100	
Response Rate					
26/30 (86.67%)					

2 - During the quarter, about how many hours on average per week did you interact with this instructor in section, class, lab, office hours, and other meetings?

Lukas Bolte

Response Option	Weight	Frequency	Percent	Percent Responses	Means
1	(1)	1	4.17%		2.29
2	(2)	15	62.50%		
3	(3)	8	33.33%		
				0 25 50 100	Question
Response Rate				Mean	STD
24/30 (80.00%)				2.29	0.55
					Median
					2.00

3 - How much did you learn from this instructor?

Lukas Bolte

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A great deal	(5)	10	40.00%		4.24
A lot	(4)	11	44.00%		
A moderate amount	(3)	4	16.00%		
A little	(2)	0	0.00%		
Nothing	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
25/30 (83.33%)				4.24	0.72
					Median
					4.00

4 - Overall, how effective was the instruction you received from this instructor?

Lukas Bolte

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Extremely effective	(5)	10	41.67%		4.21
Very effective	(4)	9	37.50%		
Moderately effective	(3)	5	20.83%		
Slightly effective	(2)	0	0.00%		
Not effective at all	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
24/30 (80.00%)				4.21	0.78
					Median
					4.00

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5 - What skills or knowledge did you learn or improve from this instructor?

Lukas Bolte

Response Rate 15/30 (50%)

- Microeconomic Theory Applied Math
- Understand difficult concepts better through thinking about examples/counterexamples
- Lukas filled in gaps in intuition and technical skill left by the lecture. Lukas spent lots of time teaching Topkis' theorem.
- He did well reviewing the class material and introducing us to potential exam questions.
- Lukas helped organize the material from the class and promoted good class discussion.
- Everything - he had a good way of reframing what we'd seen in class in a new light.
- All the topics as I have not had much of microeconomics before
- topkis
- Helped me a lot with conceptual issues I have with Microeconomics.
- I think the biggest things I got from section were 1) reviewing the important concepts from the week, 2) topkis tricks and 3) learning about how to do revealed preference arguments.
- I gained better intuition for how to solve many of the problems that the class introduced. Section also helped me realize what I was forgetting or failing to understand from the lectures.
- microeconomics
- Micro theory, methods of solving previous final exam problems
- all course material
- Working on practice problems

6 - What aspects of this instructor's teaching were most helpful to you?

Lukas Bolte

Response Rate 20/30 (66.67%)

- Way of explaining; Let's us review topics first; Covers broad areas
- Friendly and approachable, willing to meet outside of class, super generous with time; Simplifying concepts through examples and counterexamples, making it easier to understand difficult materials; Doing problems during the sessions helps prepare for the final exam
- He knows the material very well and can explain most of the questions in a way that we can understand; NA
- Lukas does not treat silence as agreement or understanding.; Provides detailed worked examples.; Approachable
- Very clear and extremely organized. It was impossible to waste time with him.; The review at the beginning of each sections; The great amount of practice problems
- He was very well prepared with the section notes.; He gave us a lot of practice exam questions.
- Discussion; NA
- Discussion questions; Doing past exam questions as a group; Thorough TA lecture notes
- The review sections.; NA
- Practice Questions!; Discussing basic concepts in small groups; Thoughtful, precise answers
- Details in explaining; Encouraging us to ask a lot of questions; Being patient when explaining
- Very good section notes; NA
- Organized; Cares about us understanding; Patient
- Extremely patient; Very knowledgeable about the more niche parts of the course; Explains everything very clearly
- I liked the reviews we did at the start of each class; going through past test problems ended up being good
- Great section notes; Small group review at the start of each section; Strategies for tackling problems
- clear explanations and clear board work; Lukas is very approachable and cares about our learning; ample preparation so we never ran out of material to cover
- The notes were very well written and organized; Section had a clear roadmap and plan, and discussed relevant topics to the homework; Very transparent in the class expectations, gave us a good idea of what to expect on homeworks and exams
- reviewing concepts; practice problems; notes
- the discussion amongst ourselves in the beginning; practice problems

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7 - How can this instructor's teaching be improved?

Lukas Bolte

Response Rate 16/30 (53.33%)

- You're great, be more confident!!!; NA
- Sometimes presentation could have been clearer and more concise, though it's understandable as some concepts are abstract and hard to be put in words; Time management during sessions could be better, as we rarely finished practice problems in full; Problem sets could be tailored more toward question types that appear on final exams
- Demonstrations can sometimes get muddy on the blackboard; Time management in section; More worked problem examples
- He could be more clear when explaining different ideas. Sometimes, I feel like the explanation is too long and I get lost in the details.; He could give more time on the practice problems.
- Understand level of class more; NA
- Do out a bit more explicitly on the board; Don't let the few advanced students run the class
- Some parts may need to be slower - it seemed like some people were getting lost in the weeds in section; NA
- Give a brief overview of the general points and overarching connection between topics; Write more answers on the board; Repeat answers from students to make sure everybody heard correctly and understood the answer
- Clarify on answers given by other students as these aren't always clear; NA
- I would have liked it if we had the option of working with other people on the practice problems during class because when I started by myself I often would feel lost.; NA
- Slowing down in some parts of section instead of trying to fit a lot of material into section.; NA
- Problems are sometimes too hard. Maybe easier problems/examples will help more with understanding the concepts; Section can be stressful, but I guess it has more to do with the material and the difficulty of the problems than with Lukas' teaching.
- I feel like the most helpful way to run a section is to either lecture for half the time, and spend the other half just bulldozing through exam problems.; Or alternatively, just spent the entire time SHOWING us how to do exam problems. I don't think the time to "think problems over" is necessary. The guidance on how to apply theory to actually attempt problems is much more important.
- Maybe we could go over concepts a little bit too instead of just discussing it with others; NA
- don't know; don't know; don't know
- I think the timing of the sections were unfortunate. Lukas was great instructor. However, it was often hard to focus just because it was 330-530 on Friday; NA