FILIPE B. CAIRES

Teaching Evaluations

PhD Candidate, Department of Economics – European University Institute

www.filipebcaires.com ⋄ e-mail: filipe.b.caires@eui.eu ⋄ Tel: [+351] 918949665

Teaching Evaluations

This document contains the student evaluations for the courses in which I have served as a Teaching Assistant (TA) at the PhD level at the European University Institute. I first provide snippets of the evaluations relevant to my role as TA. At the end, I provide the complete documents for reference.

The first course is Statistics and Econometrics II - Econometrics of Microdata, co-taught by Sule Alan and Thomas F. Crossley.
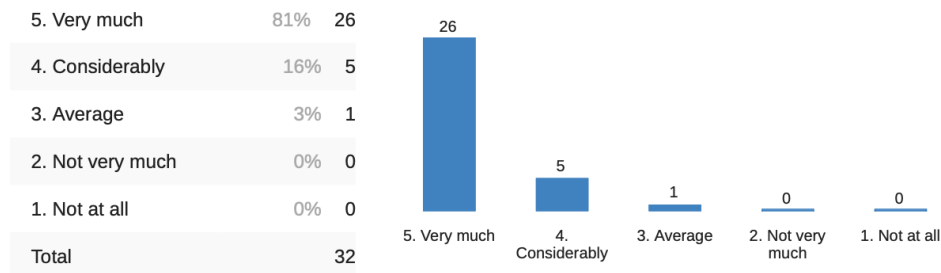
The second course is Microeconomics III - Information Economics, taught by Andrea Mattozzi.

Statistics and Econometrics II - Econometrics of Microdata
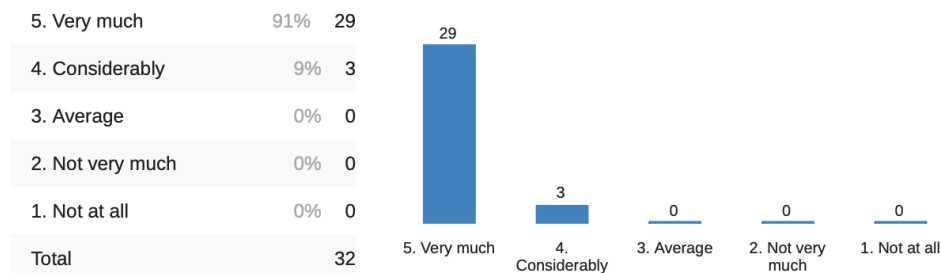
Sule Alan and Thomas F. Crossley, 2023

co-TAd with Sofia Sierra Vasquez

Q18. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was well organised and prepared?

5. Very much	81%	26
4. Considerably	16%	5
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q19. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was available and approachable outside seminar hours?

5. Very much	91%	29
4. Considerably	9%	3
3. Average	0%	0
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q20. Please provide your open comments and feedback in relation to individual teaching assistants (please specify the teaching assistant):

The two teaching assistants were incredible! They not only corrected the problem sets, but also gave us additional explanations to better understand certain concepts. In addition, they explained extremely well and it was always easy to follow them. I also really enjoyed the review session, for which they had prepared a lot of material. In particular, the summary tables on the different types of models were extremely helpful.

Both TAs are really good and approachable. Their solutions and explanations are helpful to understand problems in the PS.

Both Sofia and Felipe were nice to work with and were well prepared.

Both teaching assistants were very knowledgeable and excellent in clearing up any doubts I had about the materials

both were excellent TA's

Filipe and Sofia were both very good in explaining and summarizing the topics of the lectures and in their corrections they tried to go beyond the simple sharing of solutions to problem sets and actually tried to explain most concepts in depth.

Filipe had a strong understanding of the material and was able to effectively communicate concepts to students. When individuals were having trouble he found alternative ways to explain the material in a specific targeted way.

Sofia Sierra is a good instructor, always available for clarifications and suggestions.

Felipe is a very smart PhD student. He was always very prepared and his explanations were very clear. He is was an outstanding support. Sofia was also very prepared and always available for further explanations.

Filipe and Sofia have been two of the best TAs I have had so far. They complemented the professor's explanations by making sure we understood the trickier concepts.

I only attended few TA sessions, since I thought the solutions to the problem sets were sufficient. However, I did talk to Felipe during and outside of the office hours a couple of times. His explanations were always very clear, he was very helpful and provided plenty of good tips and insights! I think he did a great job!
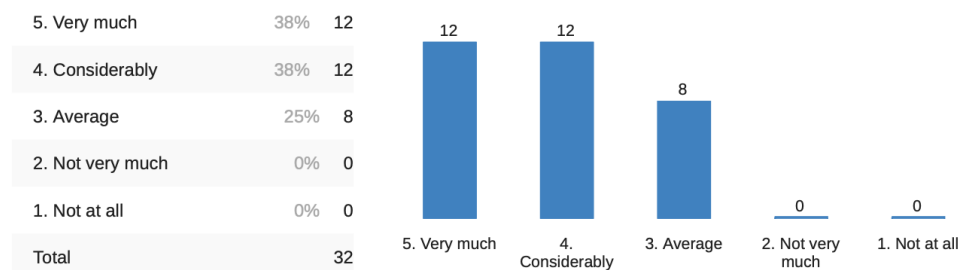
Both TA were very nice, approacheble and manage the subject very well. Besides, to deeping the understanding of the subject, both of them are very helpful.

Both of the TAs were prepared well and was able to answer questions even if they were a little out of the scope of the lecture. They were available and even answered questions on weekend.

Filipe and Sophia were very available to answer our questions, they provide us nice TA session with clearly developped solutions (they took a lot of time to make recap in table so that it was easier to understand and also to put colors in the solutions while developping formulas etc...)

Teaching Assistant Sessions

Q42. Was there sufficient time to discuss the problem set in the T.A. class?

5. Very much	38%	12
4. Considerably	38%	12
3. Average	25%	8
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q43. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
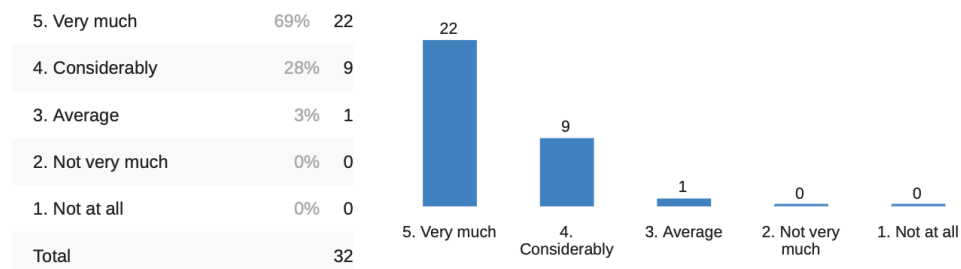
applies equally to both

I already did! Why do these questionnaires have the same questions all over again?!

As I explained before, both of them was very helpful and well prepared for the sessions. I attended both TA sessions and office hours and they helped me a lot in terms of understanding. They went beyond the questions sets and actually improved my understanding of the material.

Both Sofia and Felipe did an amazing job. One could see that both understand the material in depth and both are highly interested in the subject. It was great!
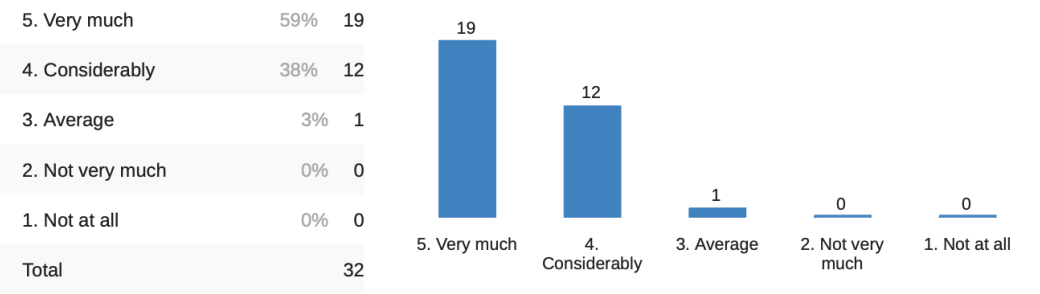
Q44. Did the T.A. explain harder/trickier parts of the problem set well?

5. Very much	69%	22
4. Considerably	28%	9
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q45. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
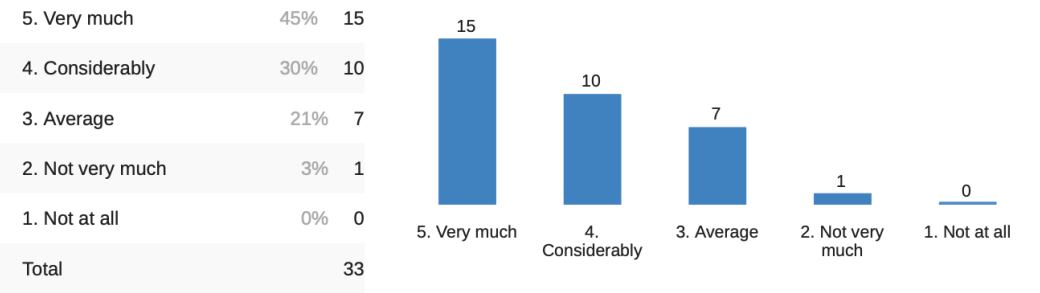
applies equally to both

explained above

Both did

Q46. Did the T.A. respond to the problems and difficulties raised by the class?

5. Very much	59%	19
4. Considerably	38%	12
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q47 If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

applies equally to both

Q48. Did you feel that the T.A. sessions were more useful than simply reading written solutions?

5. Very much	45%	15
4. Considerably	30%	10
3. Average	21%	7
2. Not very much	3%	1
1. Not at all	0%	0
Total		33

Q49. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
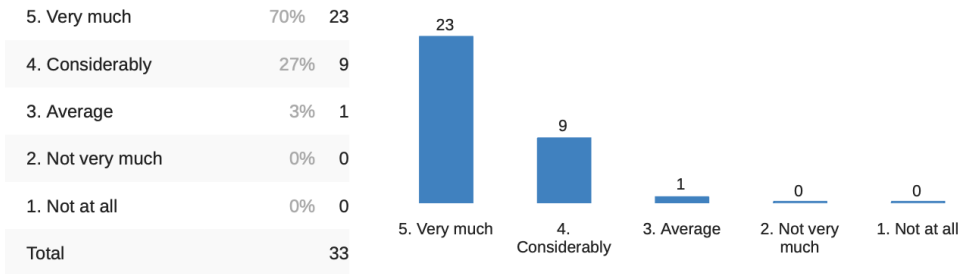
applies equally to both. Answer mostly due to solutions provided being absolutely excellent!

Q50. Did you feel that the T.A. understood the material sufficiently better than the students?

5. Very much	70%	23
4. Considerably	27%	9
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		33

Q51. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

applies equally to both

Last but not least, the TAs were amazing. Both Filipe and Sofia made a great job. Their feedback on the problem sets was super detailed and extremely useful. Their lectures were very useful as well, there was a value added on attending the exercise classes, which is not always the case. They master the material and you could tell. In general, they were super helpful and I learnt from them a lot. I hope they both stay in Academia!

Microeconomics III - Information Economics

Andrea Mattozzi, 2024

co-TAd with Olivia Masi

T.A. sessions

Q31 - Was there sufficient time to discuss the problem set in the T.A class?

5. Very much	38%	8
4. Considerably	33%	7
3. Average	24%	5
2. Not very much	5%	1
1. Not at all	0%	0
Total		21

Q32 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

Filipe did a good job in solving the problem sets during the sessions. Olivia did a good job in solving the problem sets during the sessions.

Olivia was an amazing TA that gave clear explanations and helped a lot to deepen my understanding of concepts and techniques. She could answer any question very much to the point. The feedback provided on the problem sets was neat and she was always available to help.

Both Olivia and Filipe were great TAs. They explained the problem sets carefully and slowly, going through each step of the solution. They were also able to reply to questions raised by the students and were fully available to meet outside of the class to clarify any additional doubts.

TAs were very helpful in answering specific questions on the problem sets. But in the TA sessiosn there was often not enough time for more than a superfuicial discussion of the problem set

Q33 - Did the T.A. explain harder/trickier parts of the problem set well?

5. Very much	48%	10
4. Considerably	38%	8
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Q34 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

Felipe was an amazing TA that gave clear explanations and helped a lot to deepen my understanding of concepts and techniques. He could answer any question very much to the point. The feedback provided on the problem sets was neat and he was always available to help.

Q35 - Did the T.A. respond to the problems and difficulties rasied by the class?

5. Very much	43%	9
4. Considerably	43%	9
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Q39 - Did you feel that the T.A. understood the material sufficiently better than the students?

5. Very much	57%	12
4. Considerably	33%	7
3. Average	10%	2
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Complete Evaluation Reports for both courses attached below.

Seminar Assessment Report

Academic Year 2022 - 2023, Block 2
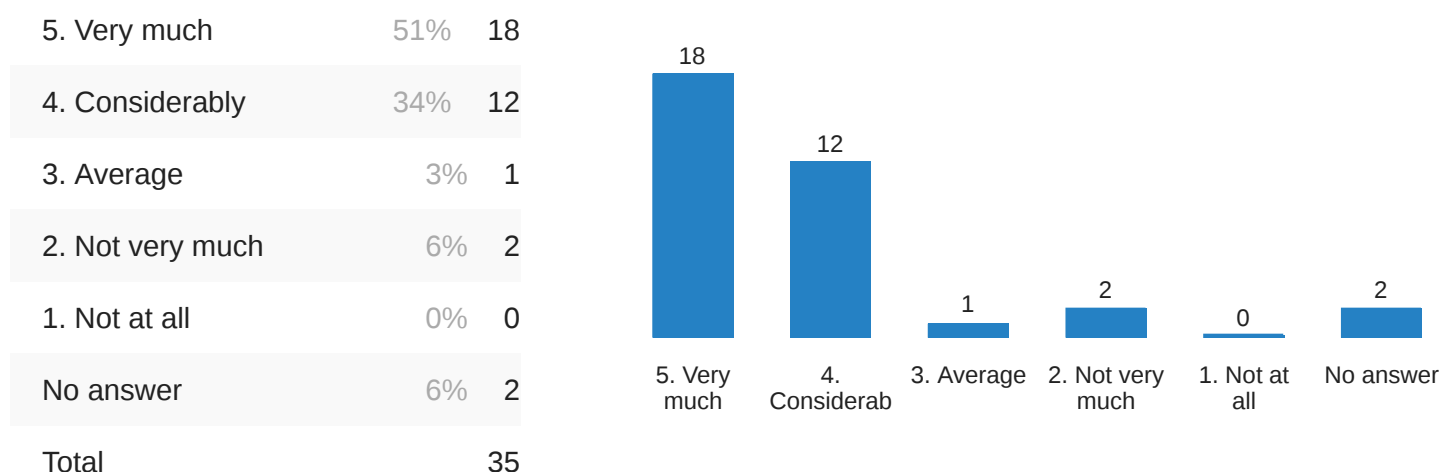**Department of Economics**

Title:	Statistics and Econometrics 2
Professor(s):	Prof. Sule ALAN & Prof. Thomas CROSSLEY
Teaching Assistant(s):	S. Sierra; F. Caires

Participants: 37   **Responses returned: 35**   **Return rate: 95%**

Q1. In overall terms I am satisfied with the seminar/course.

5. Very much	37%	13
4. Considerably	46%	16
3. Average	6%	2
2. Not very much	9%	3
1. Not at all	0%	0
No answer	3%	1
Total		35

Q2. The seminar was well organised and well prepared.

5. Very much	51%	18
4. Considerably	34%	12
3. Average	3%	1
2. Not very much	6%	2
1. Not at all	0%	0
No answer	6%	2
Total		35
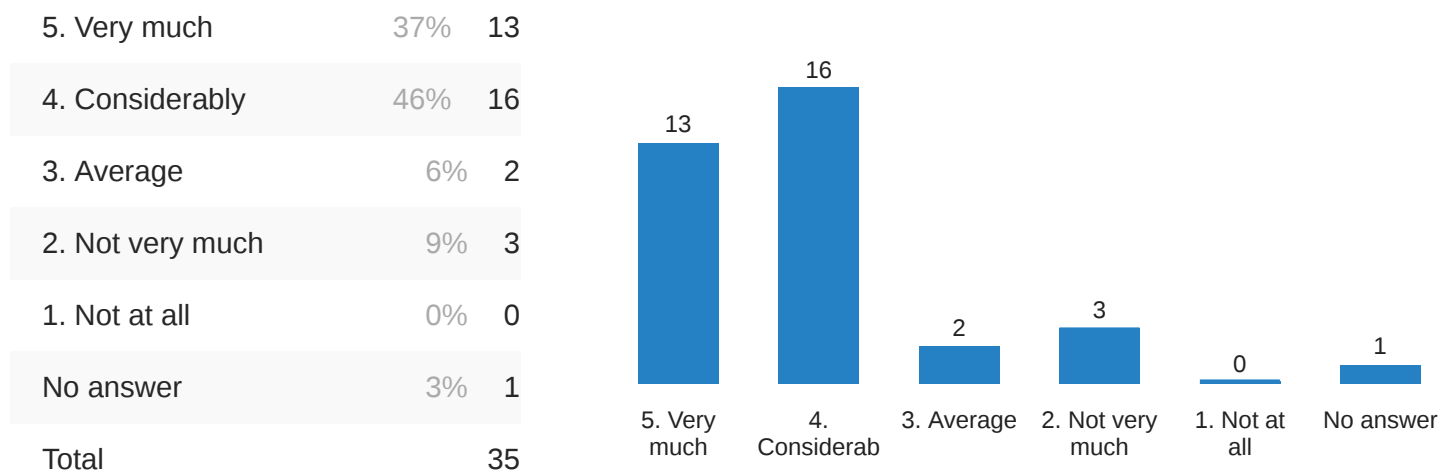
Q3. The professor was clear in her/his presentations and explanations.

5. Very much	49%	17
4. Considerably	31%	11
3. Average	14%	5
2. Not very much	3%	1
1. Not at all	0%	0
No answer	3%	1
Total		35
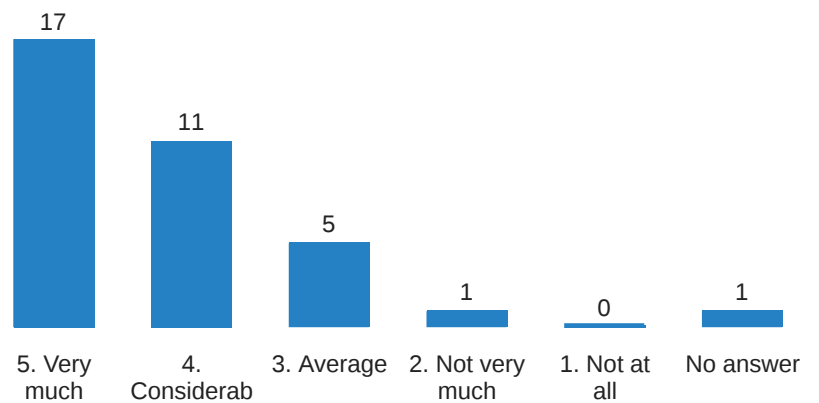
Q4. The professor teaches with interest and enthusiasm.

5. Very much	43%	15
4. Considerably	34%	12
3. Average	17%	6
2. Not very much	0%	0
1. Not at all	3%	1
No answer	3%	1
Total		35
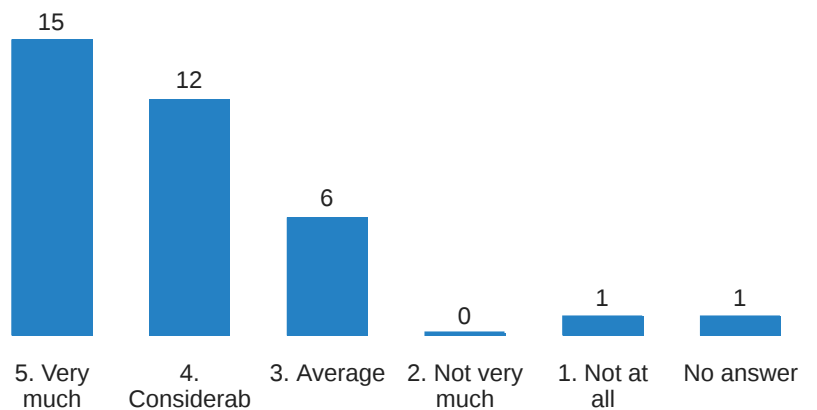
Q5. Where appropriate, the professor encourages class participation.

5. Very much	34%	12
4. Considerably	43%	15
3. Average	20%	7
2. Not very much	0%	0
1. Not at all	0%	0
No answer	3%	1
Total		35
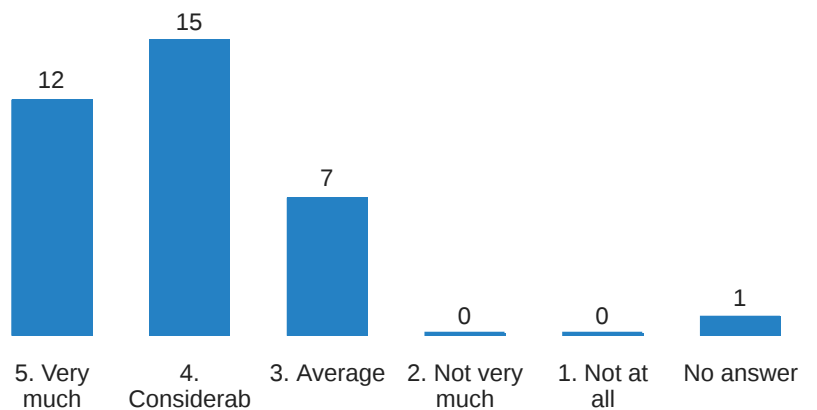
Q6. The professor was available and approachable outside seminar hours.

5. Very much	23%	8
4. Considerably	43%	15
3. Average	11%	4
2. Not very much	0%	0
1. Not at all	0%	0
No answer	23%	8
Total		35
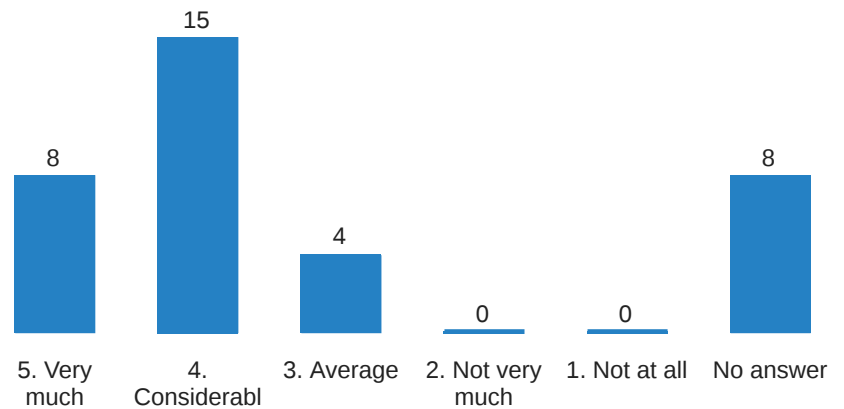
Q7. The overall themes of the course/seminar were developed in a coherent manner.

5. Very much	51%	18
4. Considerably	29%	10
3. Average	14%	5
2. Not very much	0%	0
1. Not at all	3%	1
No answer	3%	1
Total		35
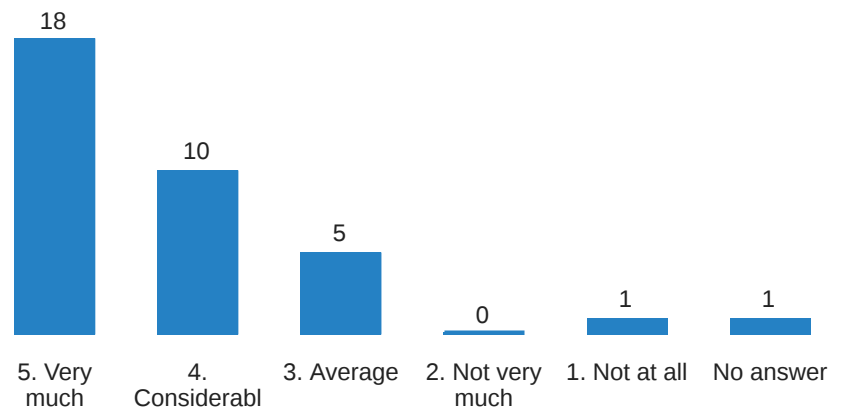
Q8. Recommended lectures, articles and books have been useful and sufficient.

5. Very much	37%	13
4. Considerably	49%	17
3. Average	6%	2
2. Not very much	3%	1
1. Not at all	0%	0
No answer	6%	2
Total		35
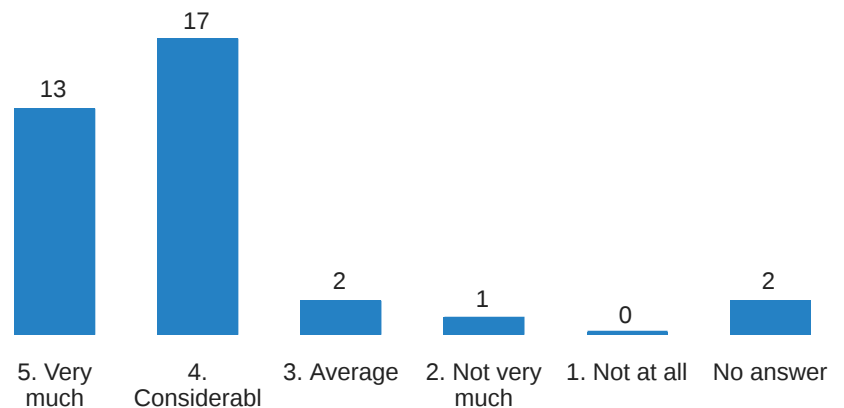
Q9. After taking this course/seminar my interest in the given subject has increased.

5. Very much	31%	11
4. Considerably	40%	14
3. Average	11%	4
2. Not very much	9%	3
1. Not at all	6%	2
No answer	3%	1
Total		35
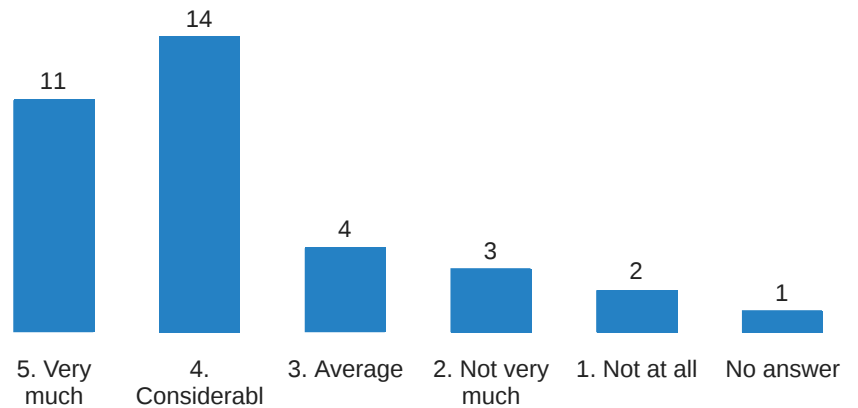
Q10. Indicate the percentage of sessions you attended for the course/seminar.

1. Between 80% & 100%	85%	28
2. Between 50% & 80%	12%	4
3. Less than 50%	3%	1
Total		33
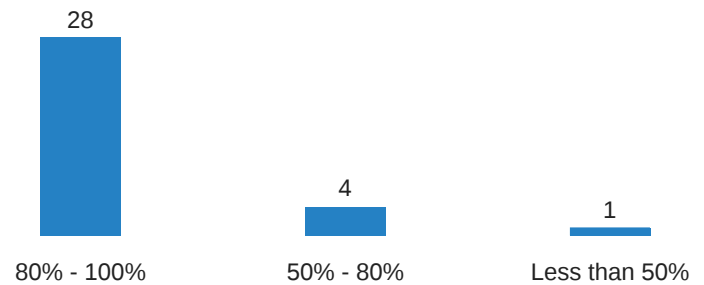
Q11. What was the main reason you chose the course/seminar?

5. Personal interest	9%	3
4. Thesis related	0%	0
3. Supervisor's suggestion	0%	0
2. Compulsory	91%	32
1. Other:	0%	0
Total		35
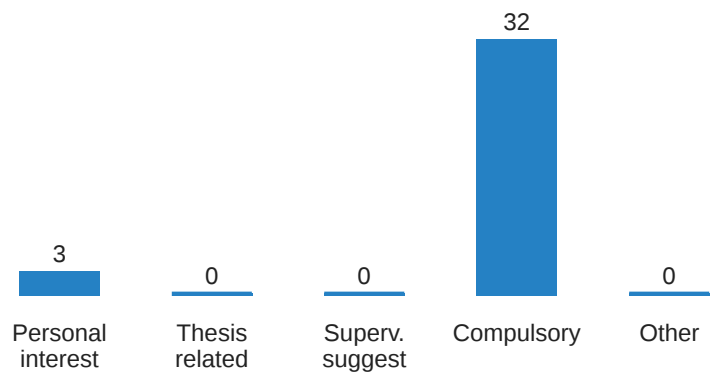
Q12. What were the course/seminar requirements?

5. Oral presentation	0%	0
4. Written exam	100%	34
3. Essay	0%	0
2. Written comments on seminar readings, other assignments or other duties	0%	0
1. Participation in discussion or no specific requirements	0%	0
N/a Fulfilled requirements through other seminars	0%	0
Total		34
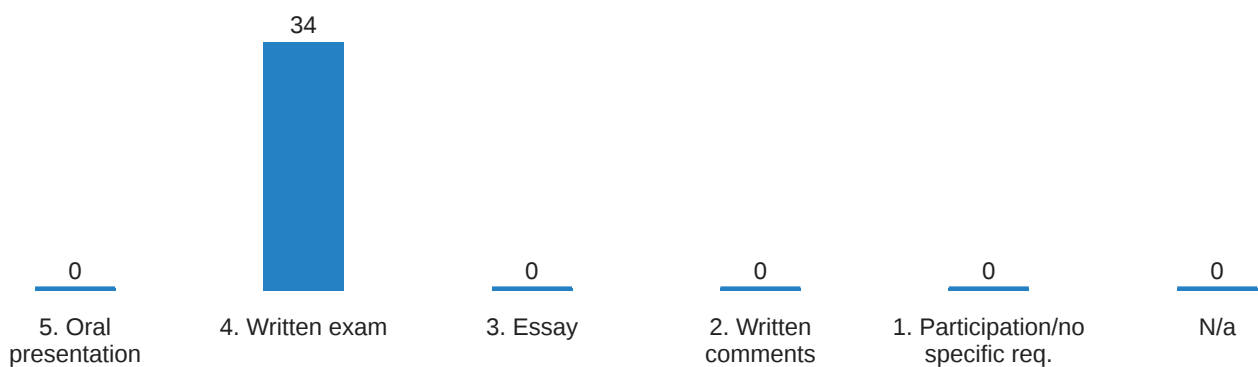
Q13. To what extent does this course/seminar overlap (in terms of content) with others?

5. Very much	0%	0
4. Considerably	18%	6
3. Average	33%	11
2. Not very much	36%	12
1. Not at all	12%	4
Total		33
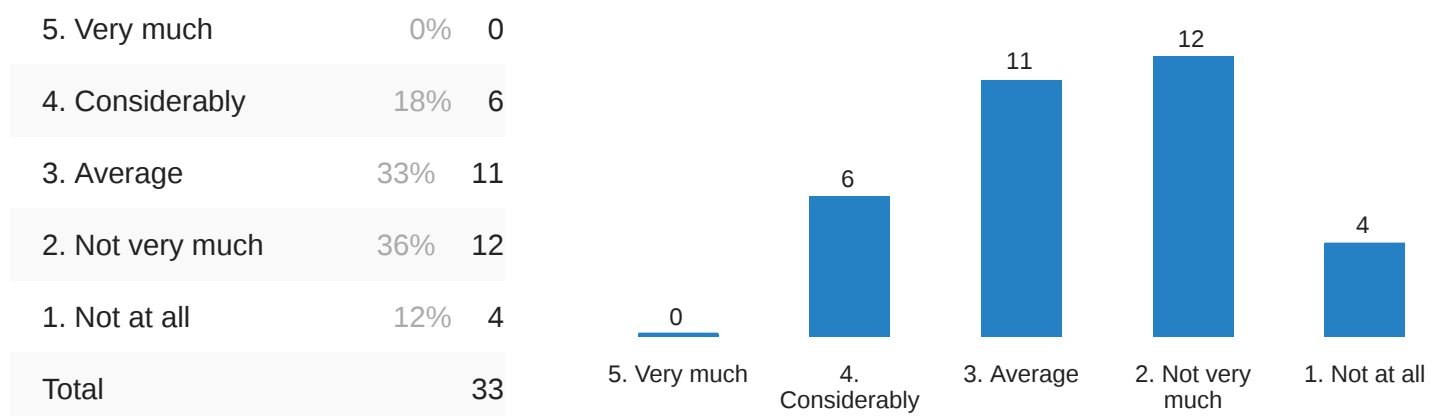
Which courses overlapped with this course/seminar?

Statistics and Econometrics 2

Econometrics 1

Statistics and Econometrics 1

Statistics and Econometrics 1

Statistics and Econometrics 1

Statistics and Econometrics 1

Statistics and Econometrics I

Stats & Metrics 1

Statistics and Econometrics 1

Metrics I

Statistics and Econometrics 1

Statistics and Econometrics 1

Econometrics 1

Statistics and Econometrics 1

Econometrics 1

Probability and Statistics Intro/Metrics 1

Statistics and Econometrics I, Background Course on Probabilities and Statistics

Statistics and Econometrics 1

Q14. How many hours did you spend preparing (reading, assignments, and other work outside class for this course?

5 hours a week

30

10 hour/week

50

10 hrs/week

10 per week

2 days a week

10 hours a week

?

12 hours per week

30

9
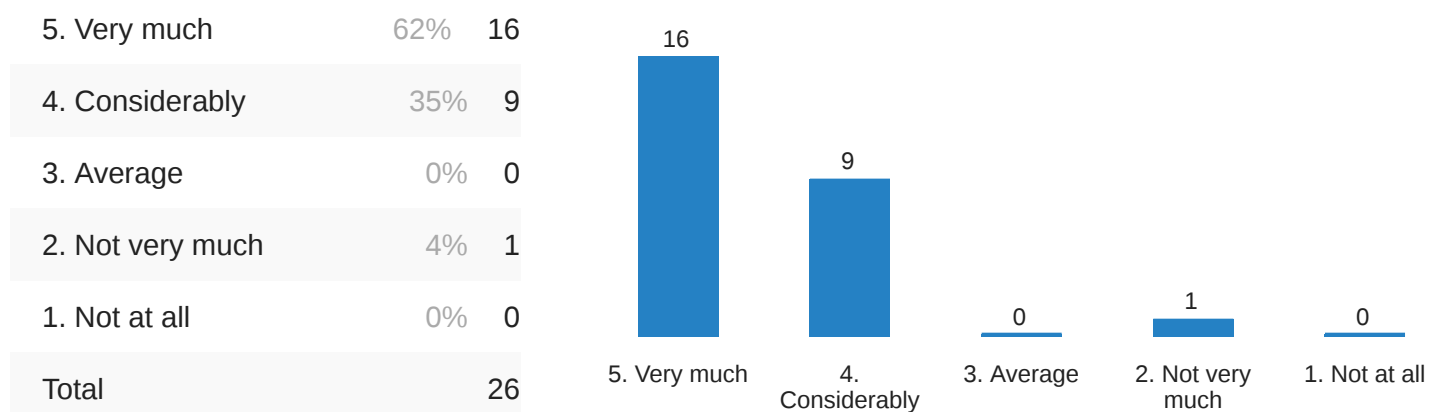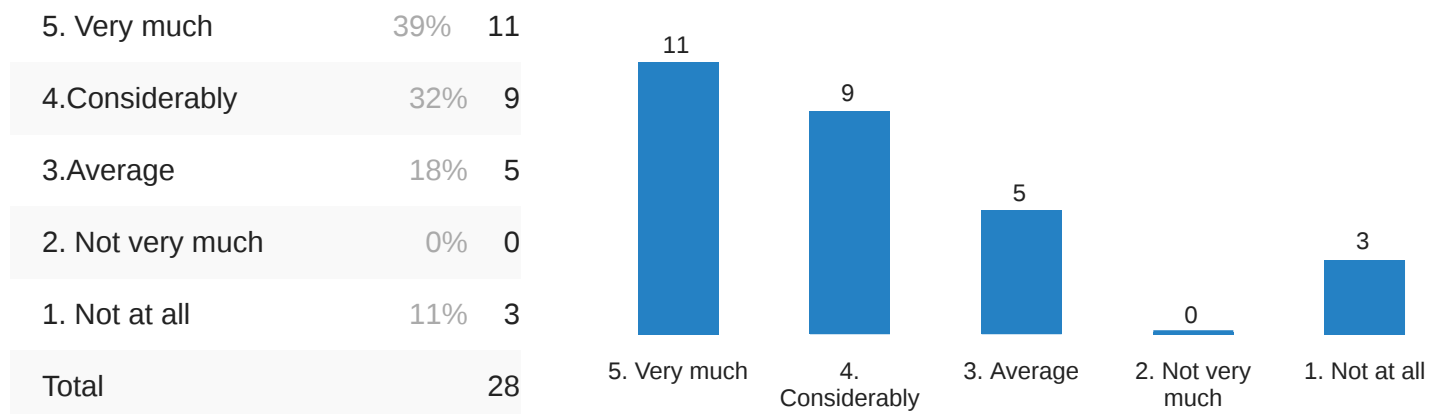
30

10

70

12 per week

60

55

40

20h/week

15 hours

Q15. Practical classes (ECO/SPS) and training seminars have been very useful for the learning and understanding of the subject.

5. Very much	62%	16
4. Considerably	35%	9
3. Average	0%	0
2. Not very much	4%	1
1. Not at all	0%	0
Total		26

Q16. If this course was co-taught, do you agree that co-teaching improved the course?

5. Very much	39%	11
4.Considerably	32%	9
3.Average	18%	5
2. Not very much	0%	0
1. Not at all	11%	3
Total		28

Q17. Please provide your open comments and feedback in relation to individual professor co-teaching the course.

both professors should update their materials. one professor openly admitted that what she was teaching is obsolete. this is unacceptable, a waste of students' time

Sule Alan was excellent in her teaching. However, exam on the other hand needs some improvement. Even tough course content had abundant number of topics among the four questions she asked one question which was very peripheral to the course. Another question was one of the main topics on the previous course. So I think in general exam questions should be revised to be more focused on main course topics.

Tom Crossley was also good. Especially when someone asked questions. I enjoyed that. However, if no one asks any questions his teaching style becomes unberable.

Both professors were very clear in their explanations, and provided very complete slides. Besides, I really enjoyed doing the problem sets!

Prof.Crossley is very patient to explain concepts and really helpful for me to understand hard part of concepts with examples.
Prof.Sule is good at connecting the course and real issues during researches.

Both instructors were engaging and approachable. I thought both professors presented the material at a very fast pace but Prof Alan's slides and presentation were easier to follow, I thought Prof Crossley's slides lack coherence, especially when revising. During class I found that the concepts didn't feel well linked to the examples even though both were presented. They felt disjointed to me such that I didn't feel I had an intuitive understand of the concepts before we launched into the heavy theory which made it harder to follow what should be a relatively manageable class.

The two separate parts of this course linked together very well so co-teaching didn't cause any troubles in this case

Prof. Crossley: sometimes the lectures were a bit too abstract and not so clear for me. Maybe a bit more examples would help?

Prof. Alan: very clear structure of the course and big enthusiasm in teaching, thanks for that!

Prof. Crossley was very clear and made the class very interactive. Prof. Sule was able to explain everything in a concise and straightforward way. Both professors did an amazing job.

I am very satisfied with the way both professors carried out their teaching. Concepts were carefully explained and made easier to digest though interesting examples.

Overall the teaching experience was really good.

Prof. Alan taught with great enthusiasm and explained topics also beyond the requirement of the course in order to deepen the students' understanding of the topics. Prof. Crossley's lecture style is rather to go quickly through the material unless there are questions. When there are questions, he goes into detail and explanations are very clear. However, slower students sometimes don't know what to ask exactly and thus find it difficult to follow the lecture at times. It would be easier for those students if more detailed explanations were given even in abesence of questions posed by classmates.

I think both of the professors were very interested and well prepared before the lectures. Slides and examples were very good to improve our understanding. This is the first time for me to take a course on panel data and I perfectly understood the methods and choice among them, so I am fully satisfied with this course. The problem sets were very helpful, too. Unlike macro, co-teaching in this course was very good designed and there was a smooth transition between two parts of the course.

Both Crossley and Alan was well prepared for the class. The structure of the course was clear and also their way of explaining things. For Crossley, the online classes was very efficient as in class, he was not using the board as often as he did in online classes. Therefore, I would have preferred his part to be online. Alan's part was perfectly fine in class but the classes were not recorded.

Thanks for the great class! I really appreciated the way the problem sets were structured and the emphasis on both theory and application.
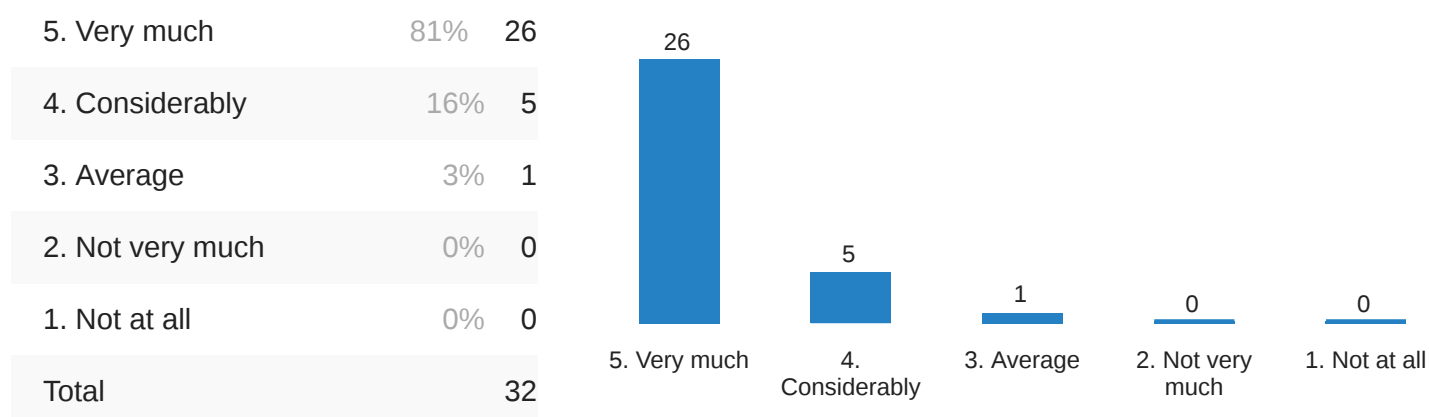
Both professors gave a great insight. I really liked the course

I found Prof Alan to be very enthusiastic about the material she taught and some of her explanations really clarified some of my confusions from before about even the simplest things. I think both of the professors were really great and knowledgeable and also very welcoming to participation. However, I think Prof Crossley could be more enthusiastic and could represent the material in a more engaging way as his lectures at times got a bit dull. If he used the board more, perhaps that could be helpful.
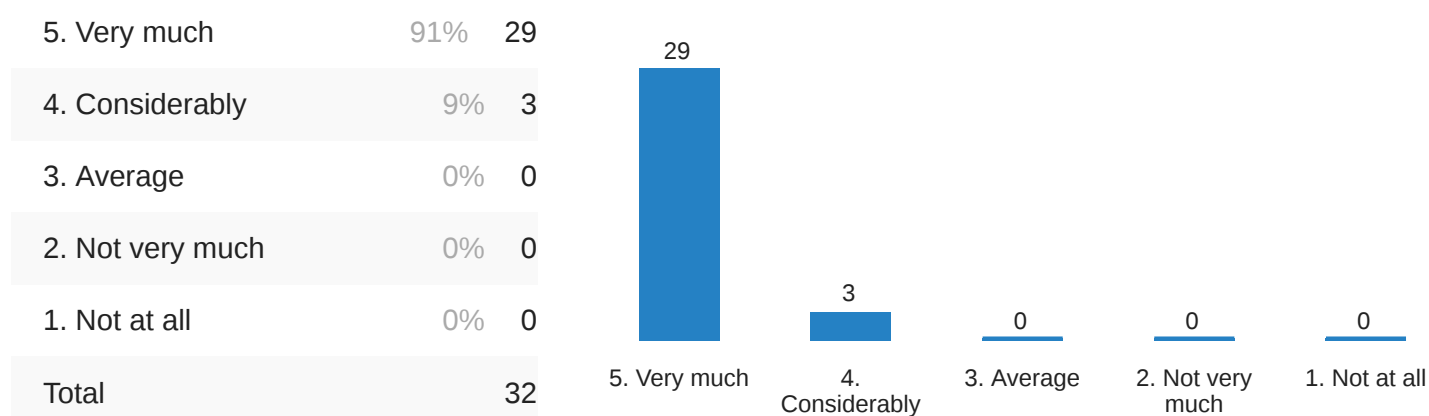
Both teachers Thomas Crossley and Sule Alan were teaching with enthusiam.
Thomas' class was quite difficult to understand during the class, need of the problem sets and time home to read the slides again to understand even if the slides were very clear, the concepts were quite difficult to catch at first time.

Q18. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was well organised and prepared?

5. Very much	81%	26
4. Considerably	16%	5
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q19. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was available and approachable outside seminar hours?

5. Very much	91%	29
4. Considerably	9%	3
3. Average	0%	0
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q20. Please provide your open comments and feedback in relation to individual teaching assistants (please specify the teaching assistant):

The two teaching assistants were incredible! They not only corrected the problem sets, but also gave us additional explanations to better understand certain concepts. In addition, they explained extremely well and it was always easy to follow them. I also really enjoyed the review session, for which they had prepared a lot of material. In particular, the summary tables on the different types of models were extremely helpful.

Both TAs are really good and approachable. Their solutions and explanations are helpful to understand problems in the PS.

Both Sofia and Felipe were nice to work with and were well prepared.

Both teaching assistants were very knowledgeable and excellent in clearing up any doubts I had about the materials

both were excellent TA's

nice job, thanks

(good structure of the problem sets: some maths, some coding, some interpretation questions)

Filipe and Sofia were both very good in explaining and summarizing the topics of the lectures and in their corrections they tried to go beyond the simple sharing of solutions to problem sets and actually tried to explain most concepts in depth.

Filipe had a strong understanding of the material and was able to effectively communicate concepts to students. When individuals were having trouble he found alternative ways to explain the material in a specific targeted way.

Sofia Sierra is a good instructor, always available for clarifications and suggestions.

Felipe is a very smart PhD student. He was always very prepared and his explanations were very clear. He is was an outstanding support. Sofia was also very prepared and always available for further explanations.

Filipe and Sofia have been two of the best TAs I have had so far. They complemented the professor's explanations by making sure we understood the trickier concepts.

Office hours and the revision session for the exam were extremely useful.

I only attended few TA sessions, since I thought the solutions to the problem sets were sufficient. However, I did talk to Felipe during and outside of the office hours a couple of times. His explanations were always very clear, he was very helpful and provided plenty of good tips and insights! I think he did a great job!

Both TA were very nice, approacheble and manage the subject very well. Besides, to deeping the understanding of the subject, both of them are very helpful.

Both of the TAs were prepared well and was able to answer questions even if they were a little out of the scope of the lecture. They were available and even answered questions on weekend.

Thanks again to both! I thought the TA sessions were extremely helpful, which has not been the case for all classes.

This is the best course that I have attended. From teaching to TA sessions everything was very smooth

They were both very helpful, especially during the review session.

Filipe and Sophia were very available to answer our questions, they provide us nice TA session with clearly developped solutions (they took a lot of time to make recap in table so that it was easier to understand and also to put colors in the solutions while developping formulas etc...)

Q21. In your opinion, what topics were omitted that should have been included?

None

N/A

None

Models for count data (Poisson)

Maybe I would not have teached the survival analysis part as a whole and I would have included it in the truncated model just as an example. In my opinion, the material that covers this subject is huge and this might be a potential part to skip.

I believe that learning more about diff-diff, PSM or other micrometrics identification strategies would be interesting, however I understand that may be this topics are more advanced courses topics

More detail on causal techniques

More in depth on how to handle microdata

Nested Logit models

Causality

Q22. What topics should have been reduced/omitted?

The topics that we saw in Statistics and Econometrics I and Background course in statistics

None

None

Maximum Likelihood -> overlap with Statistics and Econometrics 1

None

May be duration models. I understand the importance of learning logits, probits and discrete models; however the use of this models in academia is reduced, which makes me think on why we are learning them, although I understand the importance of learning this models.

If at all then the non linear models that are not used in practice..

Duration models were already covered in the Stats/Proba I Intro course (without including covariates though). Maybe drop that topic in Intro.

Q23. What topics covered in the course/seminar did you find particularly valuable?

Panel models and duration models

I thought that the topics were all useful and relevant to research.

How to deal with non standard disturbances and how a decomposition of error terms can be used to gain additional insights into research questions

duration models, censoring and truncation were very interesting

Censoring/Truncation

Last part of both Crossley and Sule

Panel Estimation and Duration models

All the models on panel data

Binary models

Non-standard disturbances

We got a very well recap of the available econometrics model (with insights about when do use them and clear how to apply them in Stata)

Stata coding

Q24. How could the teaching format and learning results for this course be improved?

None

I thought that the topics were all useful. However, I felt that the theory could have been better linked to the practical applications. They felt disjointed. Maybe presenting the example of the kind of question we could answer with a certain model before we launched into the theory, or an example of when assumptions would be appropriate/violated would have been useful.

N/A

I would suggest individual problem set and not in groups.

explained above.

Please provide the recordings for all lectures and TA sessions. These are extremely useful in preparing for the exam given the breadth and depth of the course.

May be going a bit slower through Thomas' chapters because he is teaching quite difficult concepts I think

Q25. Do you have any further comments about the course/seminar?

The exam format was changed significantly and that we weren't made aware of this until the last class of term. It changed the weight on different aspects of the course (e.g. weighting derivations over research/interpretation related questions) my study to reflect this. We also did not have enough practice materials and the mock exam covered the past exams. Next year it will be better. I also felt the exam should have been open book. It was impossible to learn so much off by heart and not very useful given that we will always have reference books available. I thought the exam was not hard but didn't give a student who panicked during the exam a lot of opportunity to show they knew something because if you got stuck you couldn't go much further.

This survey is too long

Slides of the first part should be improved. The second part of the course did not add any value to my understanding of the subject, it was just a repetition of standard models.

No

Perfect problem sets, more advanced material needed during the classes

In my opinion, it was a bit unfair to ask a question about the duration models compared to the other topics such as discrete choice. The time spent on topics in class and in homeworks were not well represented in the exam.

The way problem sets are designed is very good, it helped me learn a lot about the subject

I felt that the slides by Professor Crossley were sometimes a bit brief. Trying to connect all the dots and finding derivations of results stated on the slides was very time consuming but necessary for me to really understand these things. I would prefer self contained lecture notes with all proofs and derivations of statements or at least more detailed slides. I am not saying this should be all discussed in class or asked in the exam, but it would be just nice to have it to study.

Course content

Q26. Was the sequence and structure of the course clear?
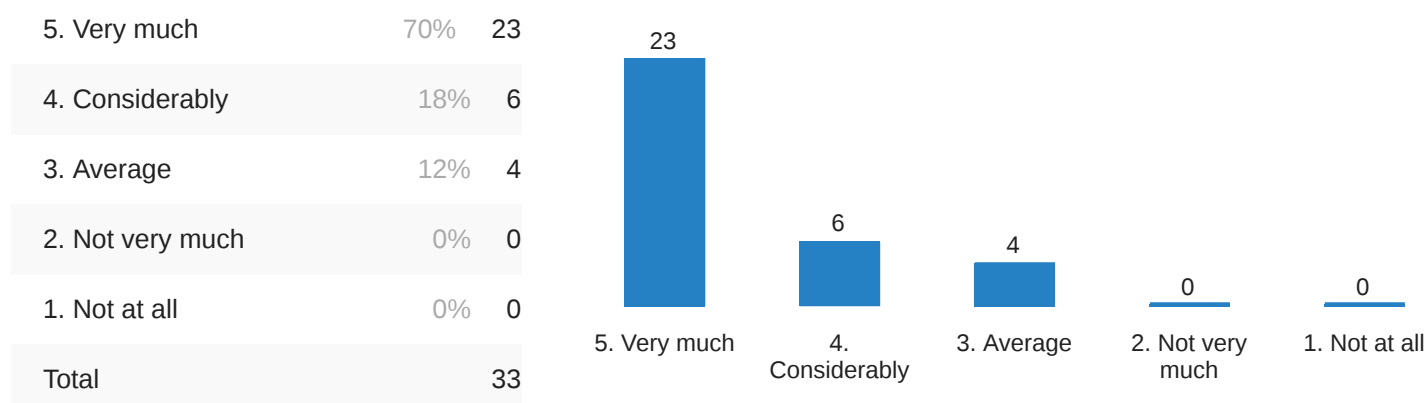
5. Very much	70%	23
4. Considerably	18%	6
3. Average	12%	4
2. Not very much	0%	0
1. Not at all	0%	0
Total		33

Q27. How much overlap was there between this seminar/course and a previous one you took in your previous MA programme?

5. Almost identical	6%	2
4. Considerably	48%	16
3. Not very much	30%	10
2. Not at all	15%	5
1. I do not have an MA degree prior to EUI	0%	0
Total		33
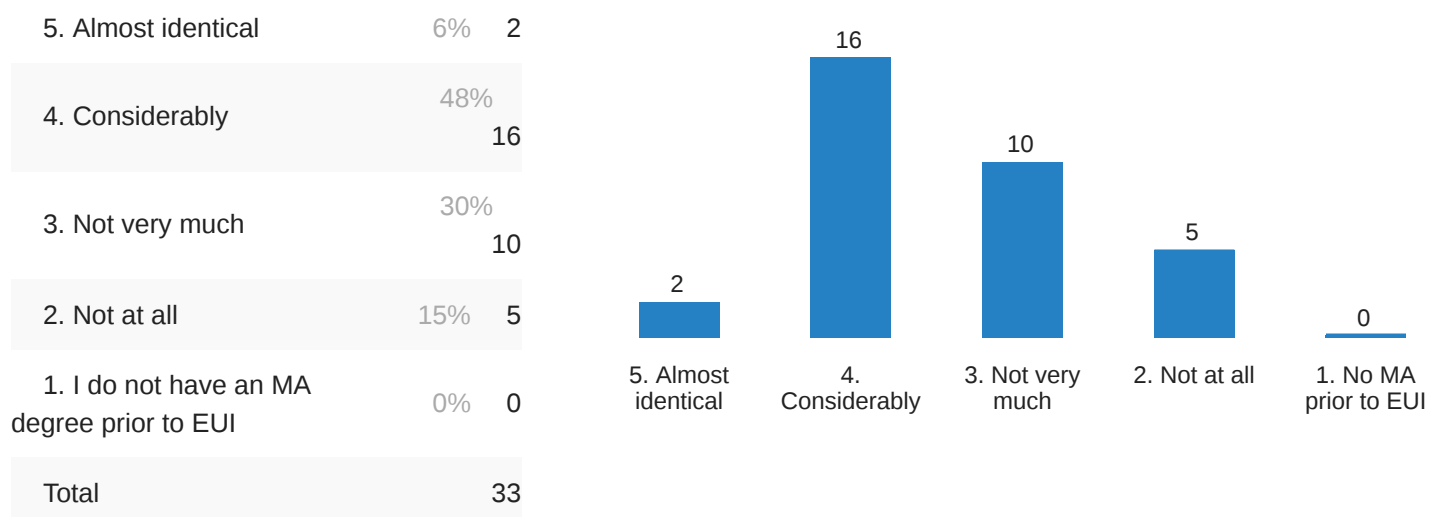
Q28. Course content: additional comments

Material should be more advanced, 70% was standard material for a standard master course

It was the first time, I was doing some of the models and I believe it helped a lot!

Written notes and references

Q29. Were slide/lecture notes provided to you?
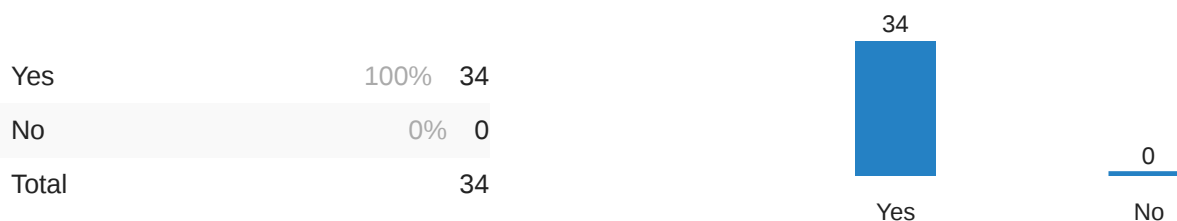
Yes	100%	34
No	0%	0
Total		34

Q30. Were the slide / lecture notes clear?
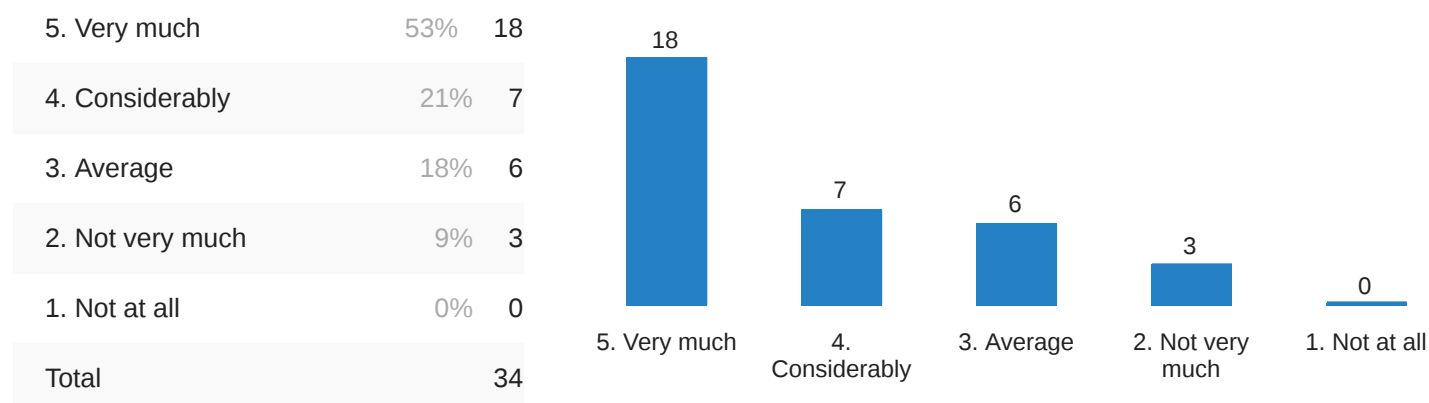
5. Very much	53%	18
4. Considerably	21%	7
3. Average	18%	6
2. Not very much	9%	3
1. Not at all	0%	0
Total		34

Q31. Were the slides / lecture notes sufficient to understand the topics covered in class?

5. Very much	39%	13
4. Considerably	30%	10
3. Average	27%	9
2. Not very much	3%	1
1. Not at all	0%	0
Total		33

Q32. Were the slides / lecture notes well connected with the actual lecture?

5. Very much	70%	23
4. Considerably	15%	5
3. Average	15%	5
2. Not very much	0%	0
1. Not at all	0%	0
Total		33
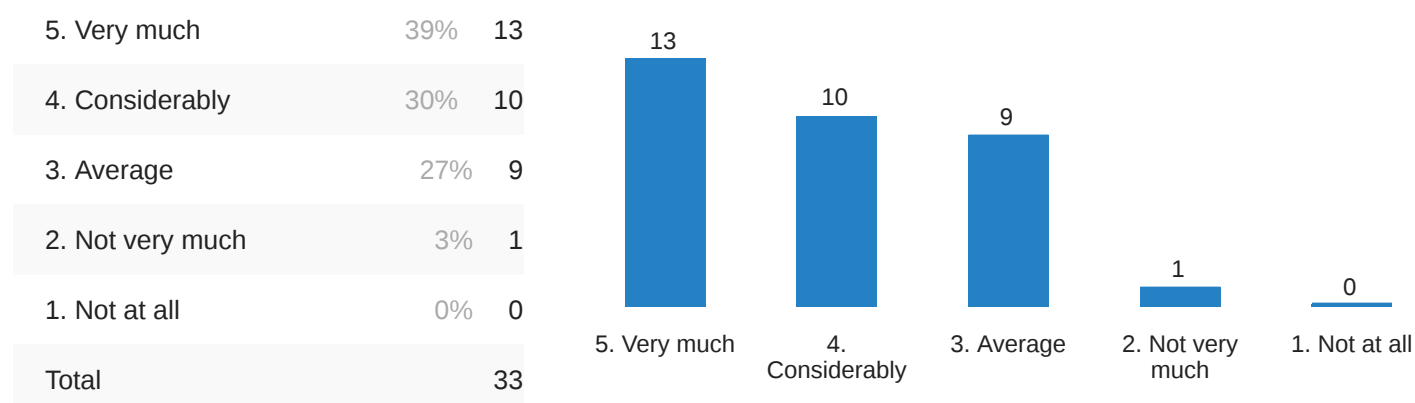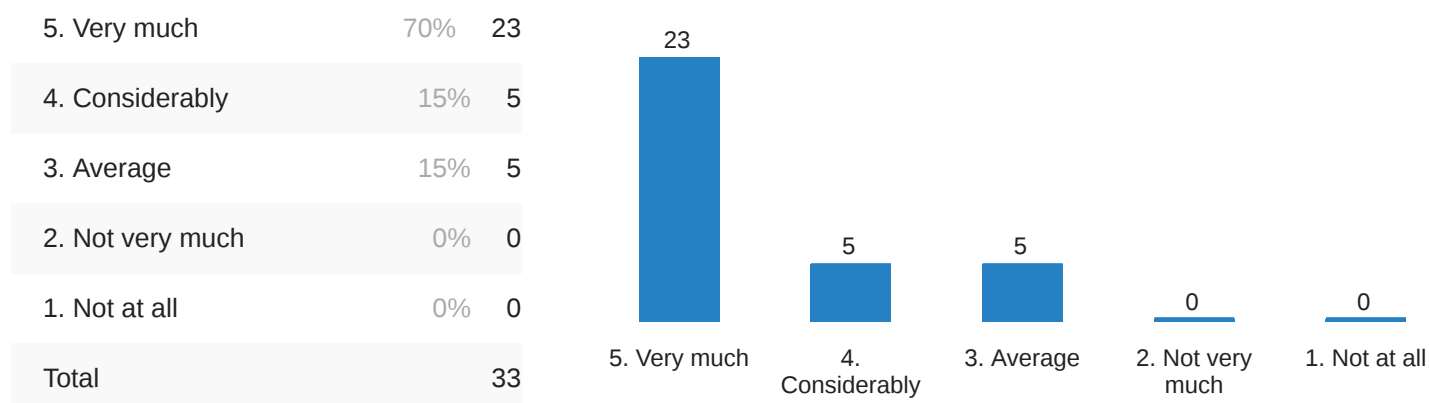
Q33. Did the Professor provide references to other sources for deepening your understanding (e.g. textbooks, related articles, supplemental material)?

Yes	94%	31
No	6%	2
Total		33

Q34. Were the slides/lecture notes well connected to these complementary sources?

5. Very much	48%	15
4. Considerably	32%	10
3. Average	16%	5
2. Not very much	3%	1
1. Not at all	0%	0
Total		31
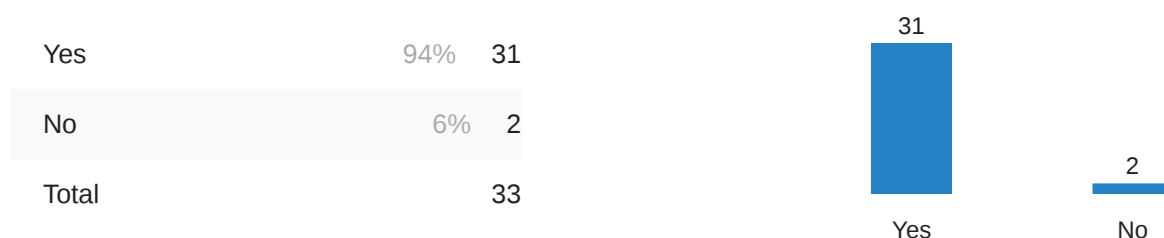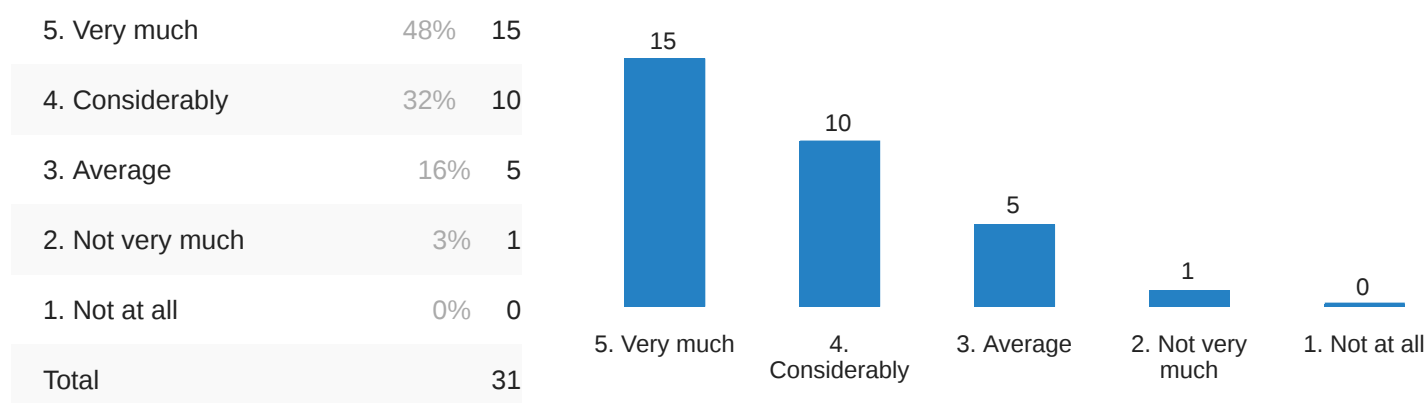
Q35. Written notes and references: additional comments

Tom's slides was pretty confusing. Sule's slides are excellent.

I think the only negative thing about this course is that the exam is not very selective. It was easy and short, because of that if you misunderstand a question or simply if you make a math mistake, it may result in a huge difference. That's why I personally prefer to have more questions in exam, which may help students to show how much they learn. And in PhD level, I think trying to remember some formulas and distributions in exam does not make sense. For interpretation and to choose among models, I can understand to have a closed book exam but for mathematical things it may be very helpful if they provide a cheat sheet in the exam.

It was nice to read some articles, and see how they related to the course material was nice.

It would be useful to indicate for each sub-section which reference is used. It was sometimes a little difficult to trace back some of the notation to the source.

Problem sets

Q36. Did the problem sets help you deepen your understanding of the basic concepts covered in class?

5. Very much	79%	27
4. Considerably	15%	5
3. Average	3%	1
2. Not very much	3%	1
1. Not at all	0%	0
Total		34

Q37. Did the problem sets provide insights that went beyond the basics covered in class?

5. Very much	58%	19
4. Considerably	27%	9
3. Average	9%	3
2. Not very much	3%	1
1. Not at all	3%	1
Total		33
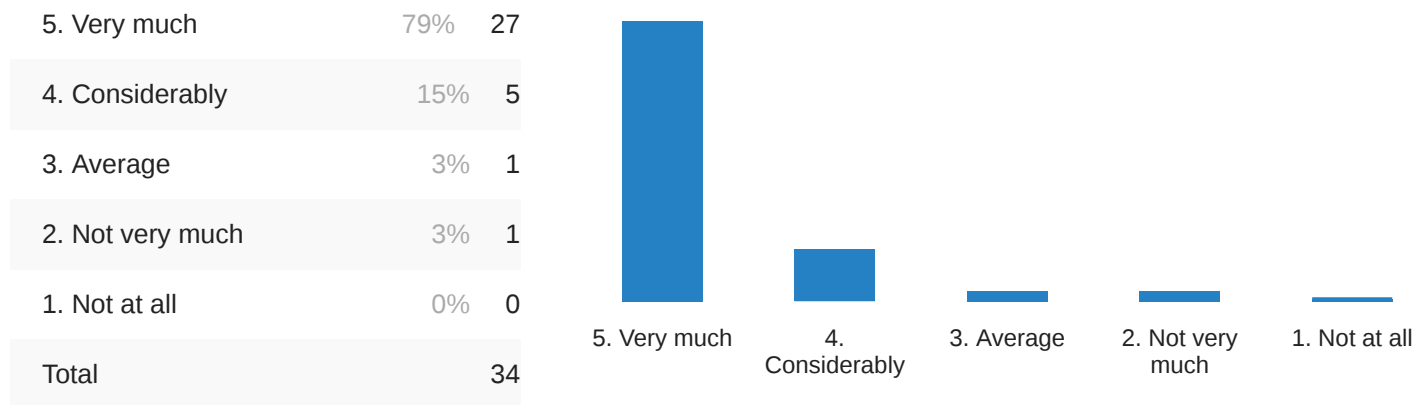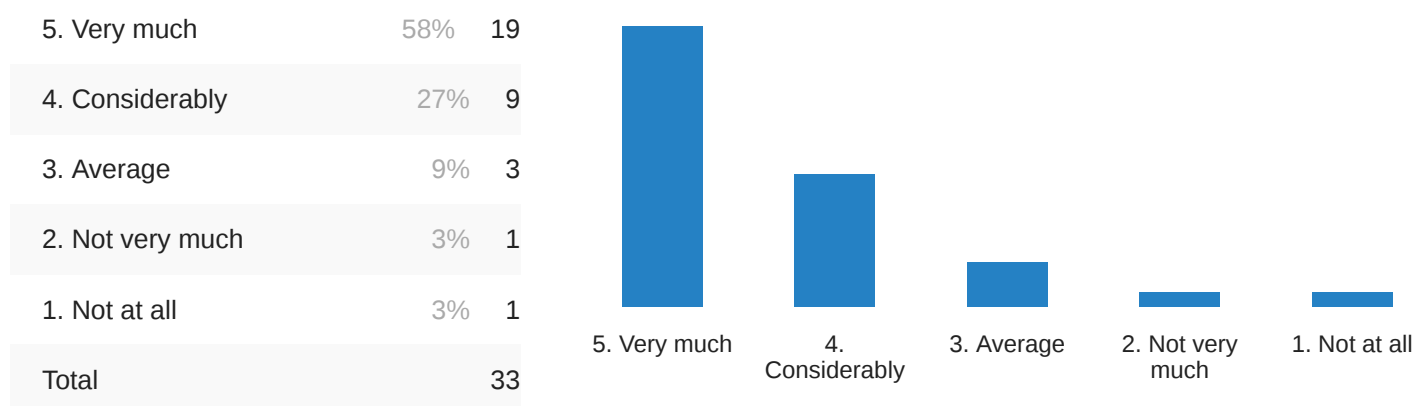
Q38. Was the material/references provided by the lecturer sufficient to solve the problem sets?
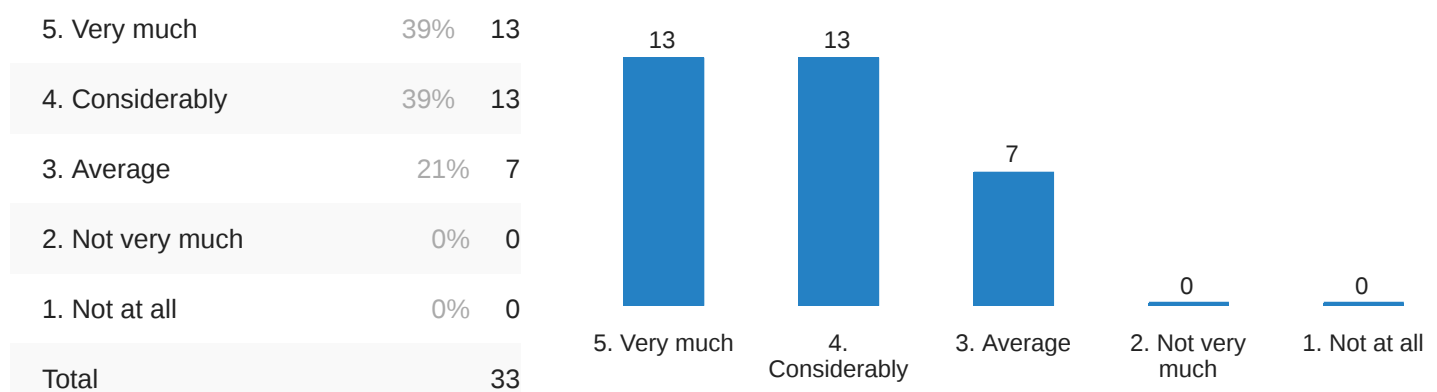
5. Very much	39%	13
4. Considerably	39%	13
3. Average	21%	7
2. Not very much	0%	0
1. Not at all	0%	0
Total		33

Q39. The level of difficulty of the problem sets were:

5. Too easy	0%	0
4. Easy	0%	0
3. Neither easy nor difficult	55%	18
2. Hard	45%	15
1. Too hard	0%	0
Total		33

Q40. In terms of workload, the problem sets were:

Not very time consuming	3%	1
About average	67%	22
Too time consuming	30%	10
Total		33
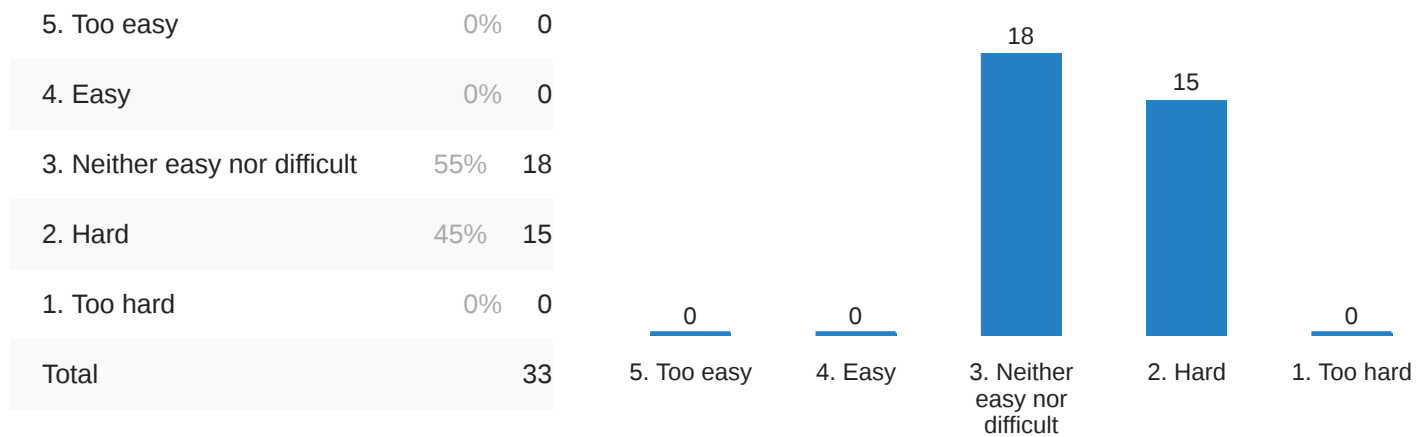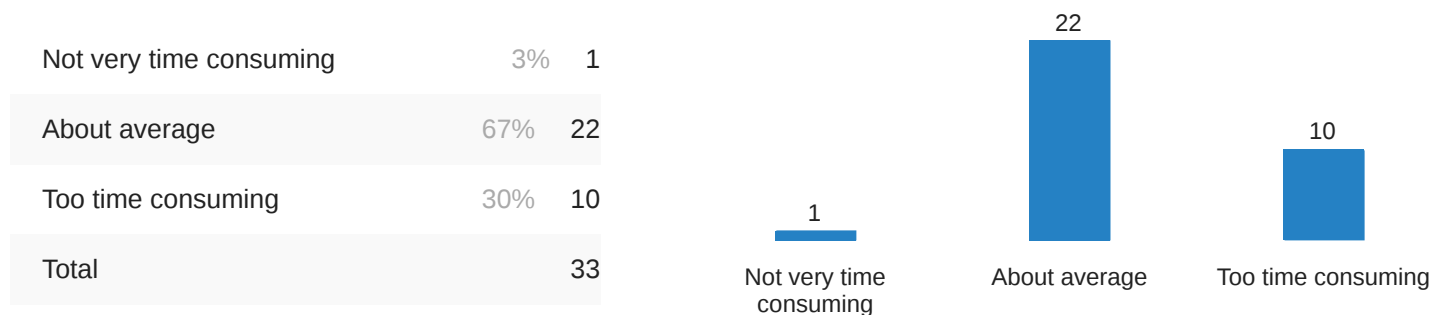
Q41. Problem sets: additional comments

I think the division of the group problem set meant that I did a lot of Stata work and not a lot of derivations - then in the final exam the weighting of derivations increased so I had not actually prepared as much as I thought. But I liked the practical research application nature of the problem sets.

I think the problem sets were very long but given that it was a group effort, I think it was appropriate.

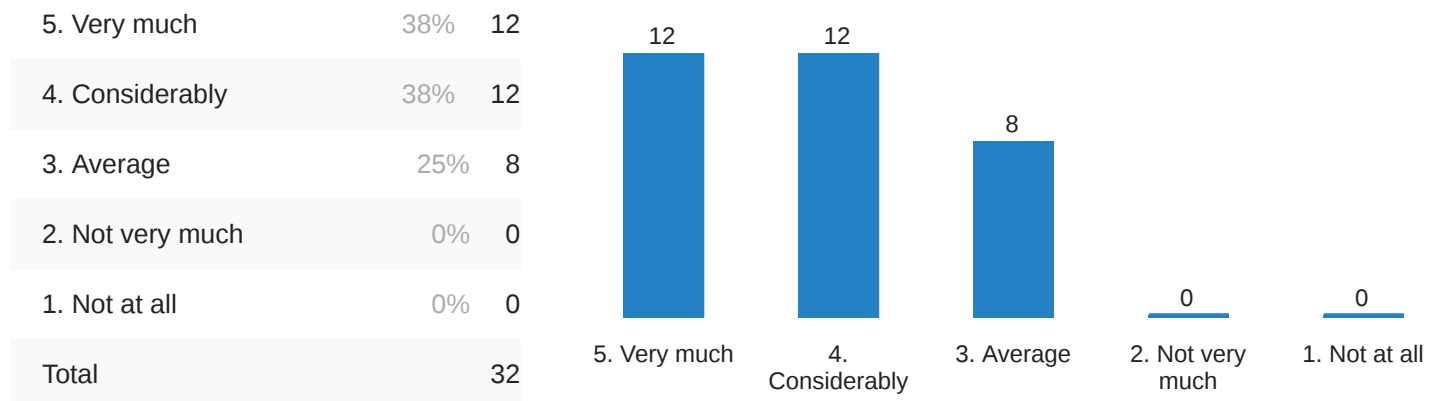writing the mathematical things on latex was very time consuming, so it would be great if we could have submitted paper and pencil parts without writing on latex.

In general doing the homework was not time consuming but typing them in overleaf was.

The structure of the problem sets (theoretical, interpretation and coding) was very helpful.

Teaching Assistant Sessions

Q42. Was there sufficient time to discuss the problem set in the T.A. class?

5. Very much	38%	12
4. Considerably	38%	12
3. Average	25%	8
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q43. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

applies equally to both

I already did! Why do these questionnaires have the same questions all over again?!

As I explained before, both of them was very helpful and well prepared for the sessions. I attended both TA sessions and office hours and they helped me a lot in terms of understanding. They went beyond the questions sets and actually improved my understanding of the material.

Both Sofia and Felipe did an amazing job. One could see that both understand the material in depth and both are highly interested in the subject. It was great!

Q44. Did the T.A. explain harder/trickier parts of the problem set well?

5. Very much	69%	22
4. Considerably	28%	9
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q45. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

applies equally to both

explained above

Both did

Q46. Did the T.A. respond to the problems and difficulties raised by the class?

5. Very much	59%	19
4. Considerably	38%	12
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		32

Q47 If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

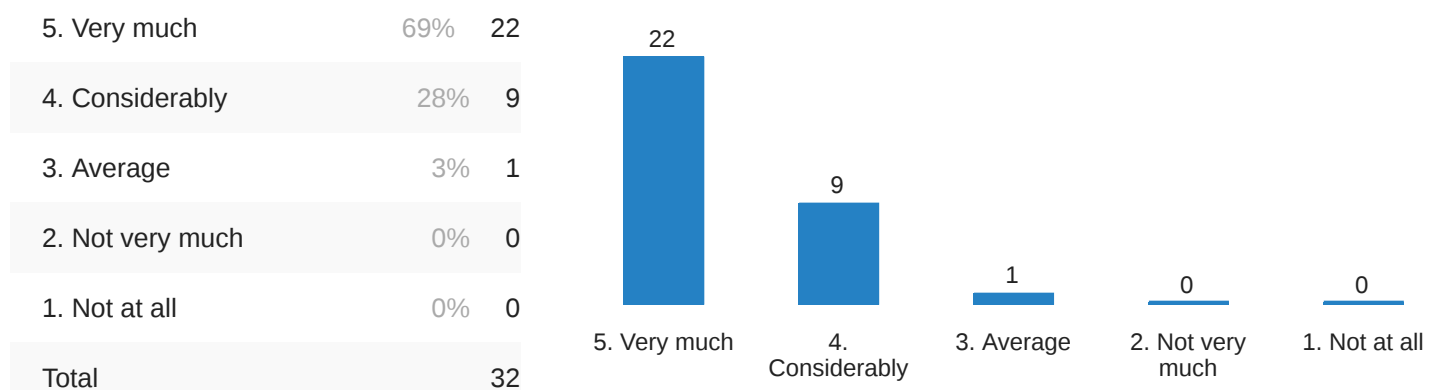applies equally to both

Q48. Did you feel that the T.A. sessions were more useful than simply reading written solutions?

5. Very much	45%	15
4. Considerably	30%	10
3. Average	21%	7
2. Not very much	3%	1
1. Not at all	0%	0
Total		33

Q49. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

applies equally to both. Answer mostly due to solutions provided being absolutely excellent!

Q50. Did you feel that the T.A. understood the material sufficiently better than the students?

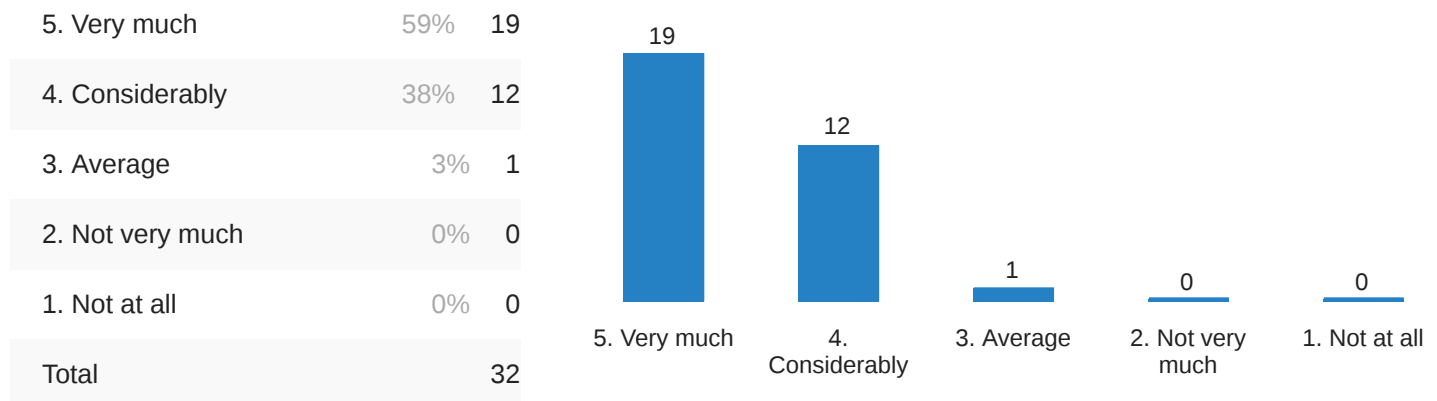|		
5. Very much	70%	23
4. Considerably	27%	9
3. Average	3%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		33

Q51. If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
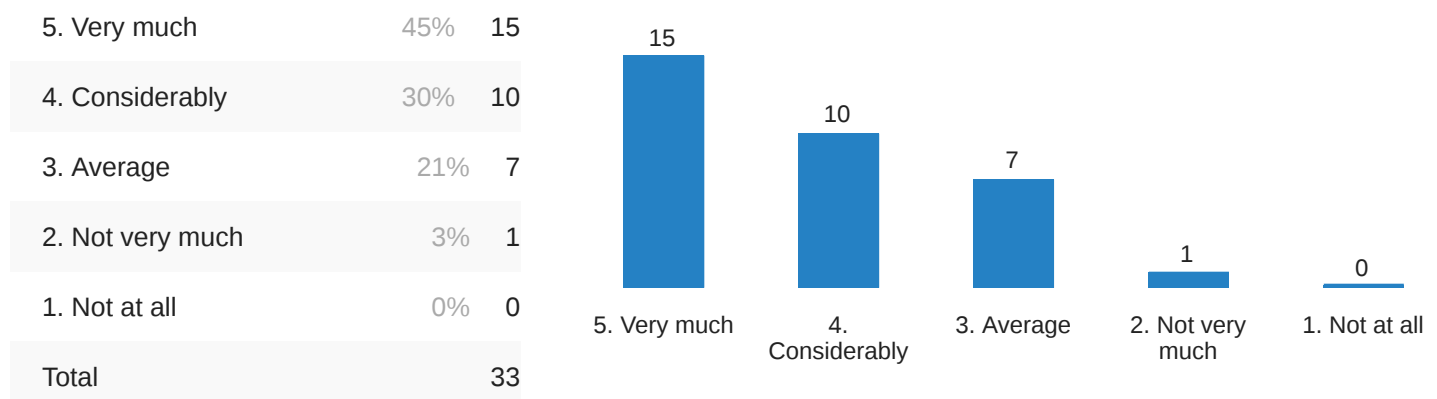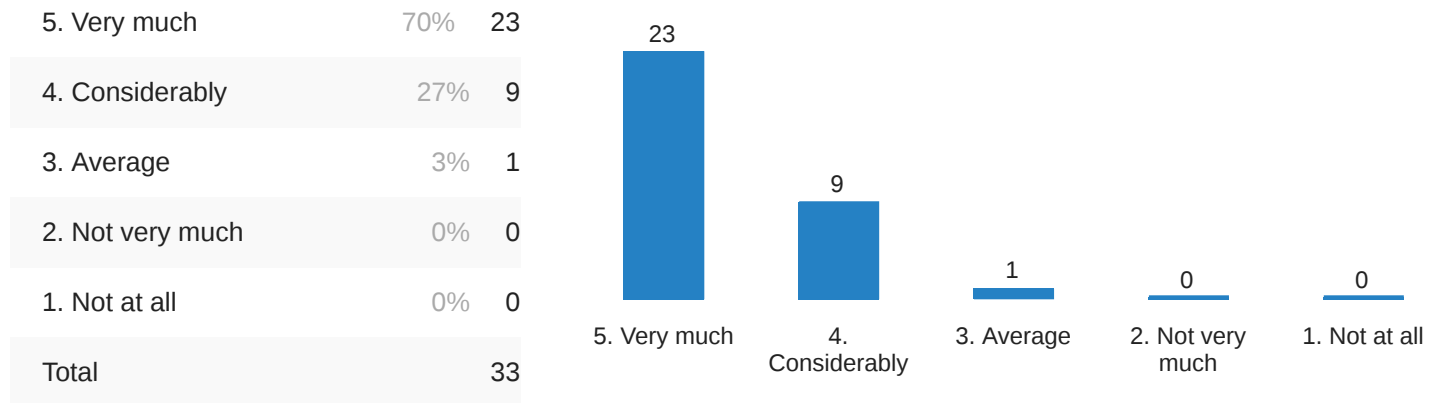
applies equally to both

General

Q52. What percentage was this of the total average time you spent on courses per week?
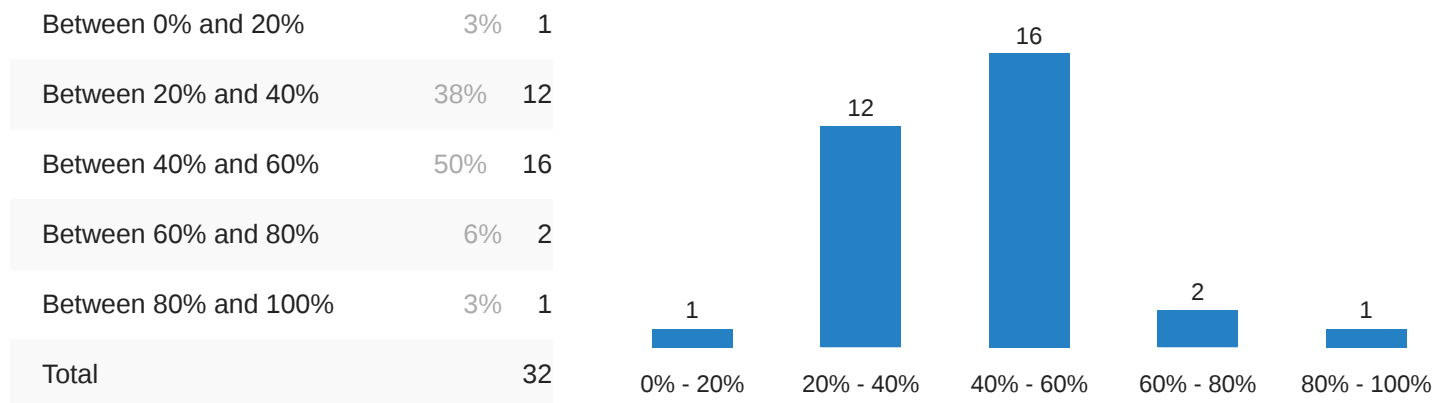
Between 0% and 20%	3%	1
Between 20% and 40%	38%	12
Between 40% and 60%	50%	16
Between 60% and 80%	6%	2
Between 80% and 100%	3%	1
Total		32

Q53. What percentage of this time spent on this course was spent on problem sets?

Between 0% and 20%	0%	0
Between 20% and 40%	19%	6
Between 40% and 60%	19%	6
Between 60% and 80%	31%	10
Between 80% and 100%	31%	10
Total		32

Q54. What percentage of the time spent on this course was spent on general background studying and reading?

Between 0% and 20%	48%	15
Between 20% and 40%	29%	9
Between 40% and 60%	16%	5
Between 60% and 80%	3%	1
Between 80% and 100%	3%	1
Total		31

Q55. What percentage of the time spent on this course was spent on other things?

Between 0% and 20%	90%	26
Between 20% and 40%	7%	2
Between 40% and 60%	0%	0
Between 60% and 80%	0%	0
Between 80% and 100%	3%	1
Total		29
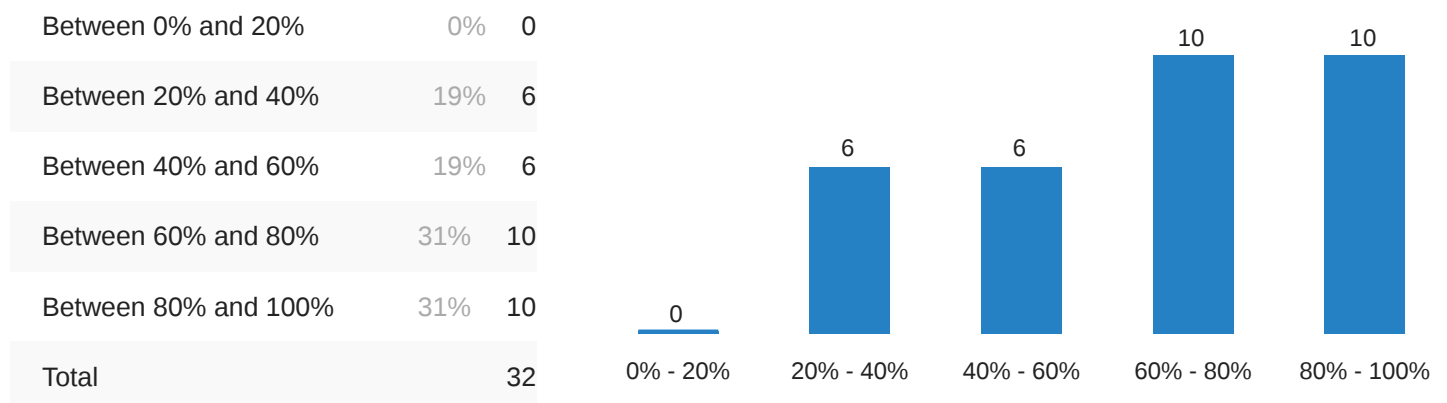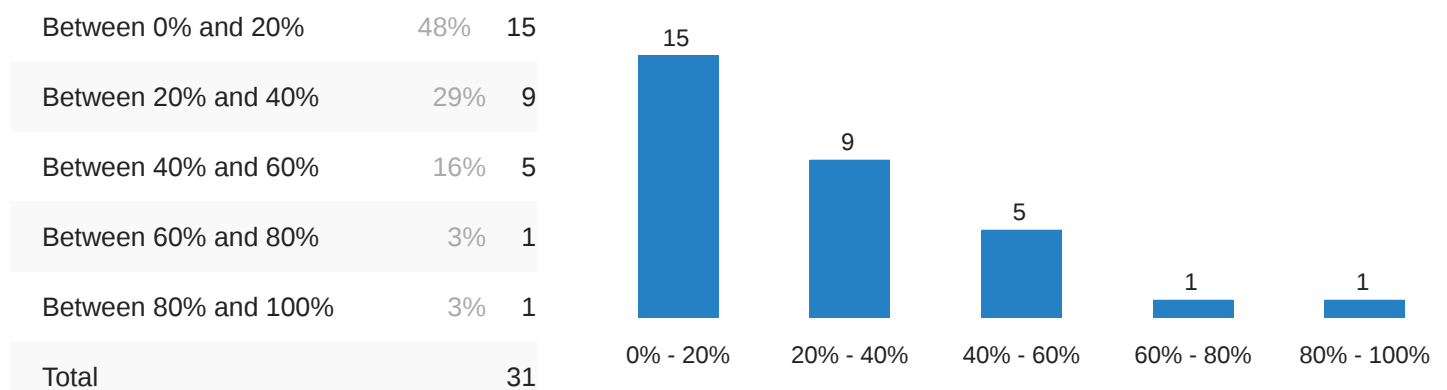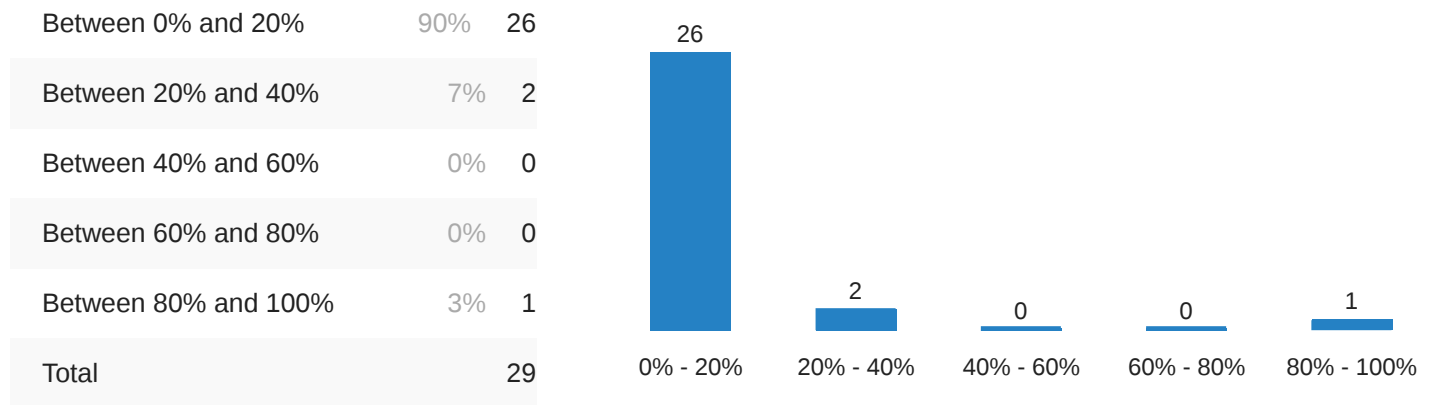
Q55.5 Based on your response from the previous question what do you spend this percentage of time doing?

N/A
Organize notes
30

Q56. How much of the course material was familiar to you before the course?
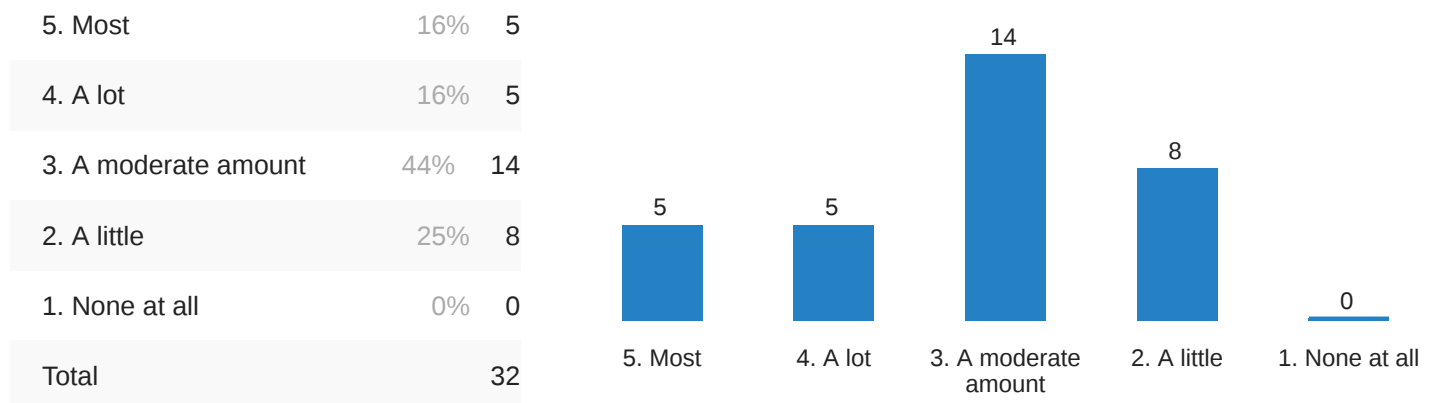
5. Most	16%	5
4. A lot	16%	5
3. A moderate amount	44%	14
2. A little	25%	8
1. None at all	0%	0
Total		32

Q57. Of the material that was familiar did you manage to deepen your understanding?

5. Very much	34%	11
4. Considerably	41%	13
3. Average	16%	5
2. Not very much	6%	2
1. Not at all	3%	1
Total		32
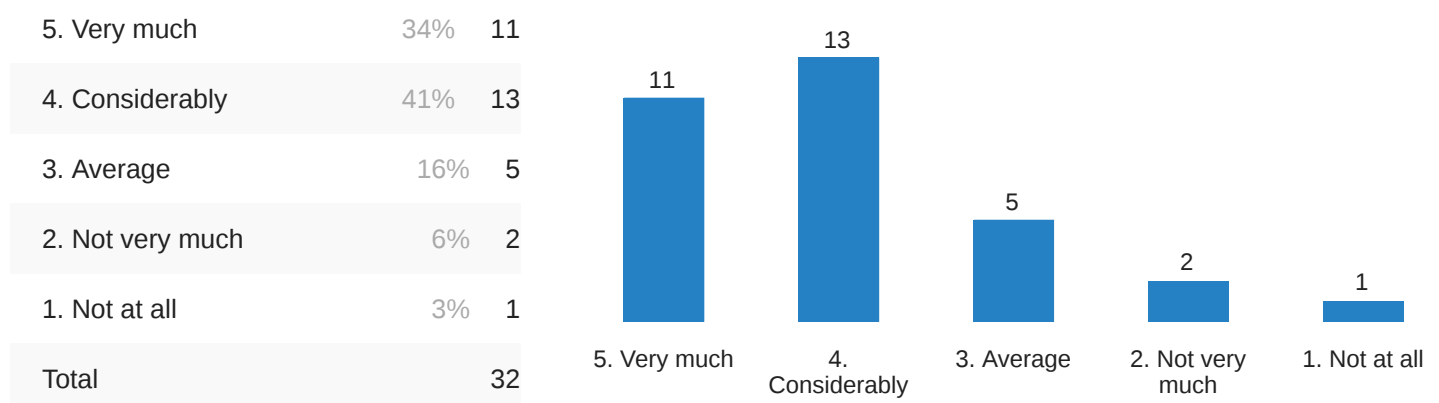
Q58. Additional comments

I think that the main issue I had is that the course relied on good knowledge of matrix notation which I never managed to get my head around in Block I because it wasn't really ever taught to us, we had to learn it ourselves which is fine but it's just not realistic when we had so much material coming at us all the time. If we could have had a little time to learn it, it would have set me up better for all the courses. We had all this hard core theory presented to us but I was unsure what parts were relevant for the exam. The fact that it was open book was frustrating too. I didn't like that the exam became more maths based. Like all the courses here we're learning theory and we get little chance to apply anything, this course felt like the most research-oriented but then the weighting of the exam made it less so which was disappointing.

General comments for the survey: I think most questions overlap with each other and it is a little bit confusing.

Overall, this course was fantastic. I think the course was very well structured. I really like that it was very research oriented: not only we covered theoretically all the methods, but also received constant insight about how researchers deal with these methods in reality and many examples of real world applications. So it was very motivating and easy to learn with Tom and Sule.

Regarding the problem sets I think they were perfect. I loved variety of exercises, I think this is crucial to develop different skills. I think they were extremely useful to deepen my understanding of the topics and also to get in touch with actual applications of them.

Last but not least, the TAs were amazing. Both Filipe and Sofia made a great job. Their feedback on the problem sets was super detailed and extremely useful. Their lectures were very useful as well, there was a value added on attending the exercise classes, which is not always the case. They master the material and you could tell. In general, they were super helpful and I learnt from them a lot. I hope they both stay in Academia!

I liked having coding examples on STATA

Q59. Any other remarks

This survey is too long

THIS SURVEY IS TOOOOOOO LONG. ASKING SAME QUESTIONS AGAIN AND AGAIN AND AGAIN. MAKE IT SHORTER PLEASE.

This survey is too long

These questionnaires are too long!!!

I find this survey needlessly long and tedious.

The survey is too long.

This survey is too long

These surveys are very long and repetitive.

Seminar Assessment Report

Department of Economics

2023 - 2024 BLOCK 3   ECO-CO-MICRO3

Title:	Microeconomics 3
Instructor(s):	Prof. Andrea MATTOZZI
Other Instructor(s):	N/A
Teaching Assistant(s):	N/A
Supervising Prof(s):	N/A

Participants: 23   **Responses returned:** 21   **Return rate:** 91%

Q1. In overall terms I am satisfied with the seminar/course.

5. Very much	38%	8
4. Considerably	33%	7
3. Average	14%	3
2. Not very much	14%	3
1. Not at all	0%	0
No answer	0%	0
Total		21

Q2. The seminar was well organised and well prepared.

5. Very much	33%	7
4. Considerably	43%	9
3. Average	14%	3
2. Not very much	10%	2
1. Not at all	0%	0
No answer	0%	0
Total		21

Q3. The Instructor(s) were clear in their presentations and explanations.

5. Very much	33%	7
4. Considerably	38%	8
3. Average	29%	6
2. Not very much	0%	0
1. Not at all	0%	0
No answer	0%	0
Total		21

Q4. The instructor(s) teach with interest and enthusiasm

5. Very much	86%	18
4. Considerably	10%	2
3. Average	0%	0
2. Not very much	0%	0
1. Not at all	0%	0
No answer	5%	1
Total		21

Q5. Where appropriate, the Instructor(s) encourage class participation.

5. Very much	57%	12
4. Considerably	38%	8
3. Average	0%	0
2. Not very much	5%	1
1. Not at all	0%	0
No answer	0%	0
Total		21

Q6. Did this course overlap with any other courses (if not, leave blank)?

micro 2

Good continuation of micro 2

Well articulated within the micro sequence

A little bit with Micro 2. Especially part about Bayesian component of singaling/screening models.

Q7. In your opinion, what topics and readings should have been reduced or omitted?

Mechanism design should be covered in more classes since it is the hardest part of the course.

There is a lot of content overall. Maybe we could have skipped one two small topics, but that is usually the feeling with the courses in the core sequence.

The course content is very dense. For example, Studying both insurance and labor market models for signaling, screening, moral hazards,… it is too much. Perhaps studying just one of the models would be enough.

Q8. In your opinion, what topics and readings should have been included to this course?

None.

Q9. If lab session were included, how far did they improve the course (if not applicable, leave blank)

No data found – your filters may be too exclusive!

Q10. Do you have any suggestions how the teaching format and learning results for this course could be improved?

200302001-More exercises to rehearse.

200302001-I feel like to problem sets where mostly focused on topics discussed in the first 2/3rds of the class. Since they are very helpful in understanding topics more deeply, I think it would be nice to have a few more exercises on the latter topics. Also, this would be a nice preparation for the exam.

200302001-From my perspective, the material we are given does not correctly reflect what is then evaluated during the exam. In particular, the content in the exam does not reflect what was given the most focus during class and TA sessions. The fact that we only cover the most basic set-ups during problem sets and TA sessions/classes, while in the exam we are expected to solve more evolved exercises with new deviations from the original models does not allow for proper preparations and leads to a lot of frustration. Along with explaining the base if set-up, providing more examples,e.g, from past exams, during classes/TA sessions of different versions of original models would be much more useful.

200302001-The structure wasn't very clear to me, a general agenda in the beginning or a more explicit chapter structure would have been helpful.

200302001-A lot of time is spend early on on graphical analysis of comparatively simple problems. This time is then missing in the latter half of the course when important sessions on mathy and notationally complicated topics feel rushed and leave no time for careful explanations

Q11. Please provide your open comments and feedback in relation to individual instructors teaching the course, namely:

200302001-Prof Mattozzi teaches with great enthusiasm. Considering how difficult the material is, I think he did very well. He tries to convey a big intuition about the models and that is very good.

200302001-Andrea was a fantastic professor! He was quite motivated and entusiastic in the lectures. Mechanism Design can be very dry at times for someone that is not doing micro theory, but he kept things quite interesting and was able to explain complex concepts quite well.

200302001-Great teaching skills. Good choice of topics even though the class is a bit heavy.

200302001-Very enthusiastic and rather interesting. However, the pace of the sessions was far too fast..

200302001-Prof. Mattozzi teaches with a lot of enthusiasm and makes classes (relatively) entertaining, trying to broadly explain the intuition behind some models in simple terms. Also, he is very respectful of class schedule , which is appreciated. Slides could be improved, since they often lack explanation/intuition of the key concepts. As it is a highly theoretical course, giving more context & real life examples of how these models are used would be helpful.

200302001-Good explanations, very lively lecture and thanks for the big effort you made in providing some intuition to us! I only think your pace was a little too fast. I felt like the level of abstraction on the slides and the amount to process were too high to stay concentrated for the whole lecture, so you always lost me somewhere in between.

200302001-I think he knows the material really well but in my case, I could not understand him most of the time. I feel that even went he taught entirely new stuff he had the feeling that we understood everything at the spot while for me it was not the case.

200302001-nice guy

Q12. Please provide your open comments and feedback about the course support provided by

No data found – your filters may be too exclusive!

No data found – your filters may be too exclusive!

Q 13. Please share your considerations regarding the following aspects: The course provided an inclusive and respectful environment where researchers of all backgrounds (gender, ethnicity, nationality, religion, political leanings etc) could meaningfully contribute to discussions. The bibliographical sources included the work of underrepresented voices in the academia. Course instructors encouraged the use of inclusive language.

200302001-No comments.

200302001-All good

200302001-agree

Q14. Do you have any further comments about this course?

200302001-I was under the impression that we had too little practice material. Of course, there were TA sessions, but the number of exercises was limited, and given how intense the whole programme is, we didn't have the extra chance to practice certain parts of the material on our own.

Course content (ECO department)

Q15 - Was the sequence and structure of the course clear?

5. Very much	30%	6
4. Considerably	25%	5
3. Average	25%	5
2. Not very much	15%	3
1. Not at all	5%	1
Total		20

Q16 - How much overlap was there between this seminar/course and a previous one you took in your previous MA programme?

5. Almost identical	0%	0
4. Considerably	10%	2
1. I do not have an MA degree prior to EUI	15%	3
3. Not very much	45%	9
2. Not at all	30%	6
Total		20

Q17 - Additional comments:

Especially topics of moral hazard and adverse selection I talked about before. However, mechanism design was mostly new.

Written Notes & references

Q18 - Were slide/lecture notes provided to you?

```
        20
20  ┊             ┊
15  ┊             ┊
10  ┊             ┊
 5  ┊             ┊
    ┊             0
       Yes       No
```
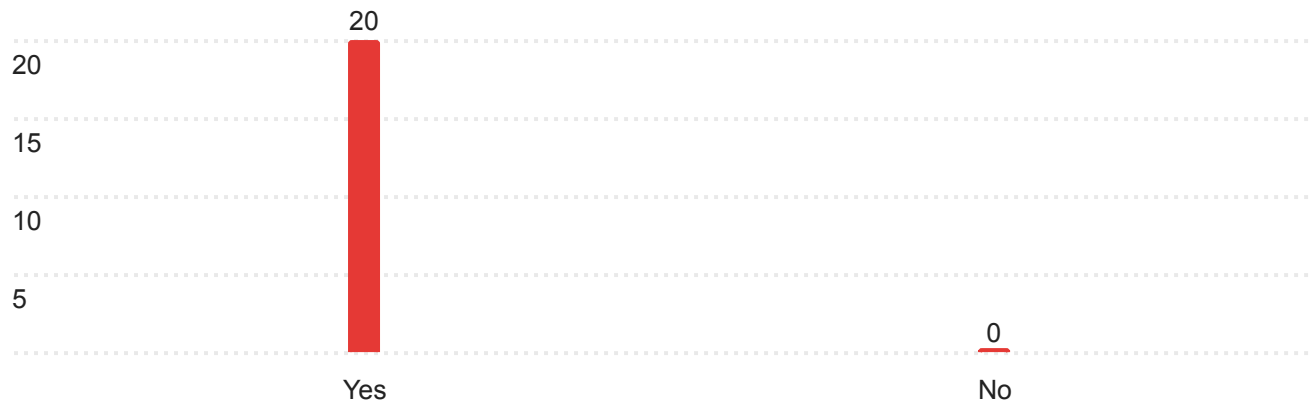
Q19 - Were the slide/lecture notes clear?

5. Very much	25%	5
4. Considerably	30%	6
3. Average	40%	8
2. Not very much	5%	1
1. Not at all	0%	0
Total		20

Q20 - Were the slides/lecture notes sufficient to understand the topics covered in class?

5. Very much	20%	4
4. Considerably	15%	3
3. Average	35%	7
2. Not very much	20%	4
1. Not at all	10%	2
Total		20

Q21 - Were the slides/lecture notes well connected with the actual lecture?

5. Very much	55%	11
4. Considerably	35%	7
3. Average	10%	2
2. Not very much	0%	0
1. Not at all	0%	0
Total		20

Q22 - Did the instructor(s) provide references to other sources for deepening your understanding (e.g. textbooks, related articles, supplemental material)?

21 Responses

Yes [21]

■ No   ■ Yes
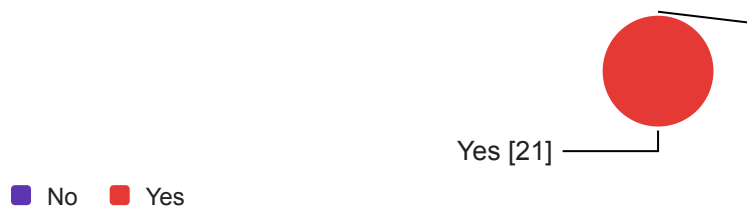
Q23 - Were the slides/lecture notes well connected to these complementary sources?

5. Very much	80%	16
4. Considerably	15%	3
3. Average	5%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		20

Q24 - Additional comments:

The lecture notes are a collection of three different books. I really liked that the slides directly mentioned which chapter of which book they were about. For some topics it was very necessary to read the book additionally, sometimes the slides were a sufficient summary.

It was extremely helpful that the lecture notes indicated which chapters of which books the respective slides are referencing.

Problem sets

Q25 - Did the problem sets help you deepen your understanding of the basic concepts covered in class?

Field	Choice Count	
5. Very much	24%	5
4. Considerably	29%	6
3. Average	38%	8
2. Not very much	10%	2
1. Not at all	0%	0
Total		21

Q26 - Did the problem sets provide insights that went beyond the basics covered in class?

5. Very much	19%	4
4. Considerably	33%	7
3. Average	33%	7
2. Not very much	10%	2
1. Not at all	5%	1
Total		21

Q27 - Was the material/references provided by the instructor(s) sufficient to solve the problem sets?

5. Very much	29%	6
4. Considerably	38%	8
3. Average	24%	5
2. Not very much	5%	1
1. Not at all	5%	1
Total		21

Q28 - The level of difficulty of the problem sets were:

5. Too easy	0%	0
4. Easy	14%	3

3. Neither easy nor difficult	43%	9
2. Hard	43%	9
1. Too hard	0%	0
Total		21

Q29 - In terms of workload, the problem sets were:

3	16	2
Not very time consuming	About average	Too time consuming
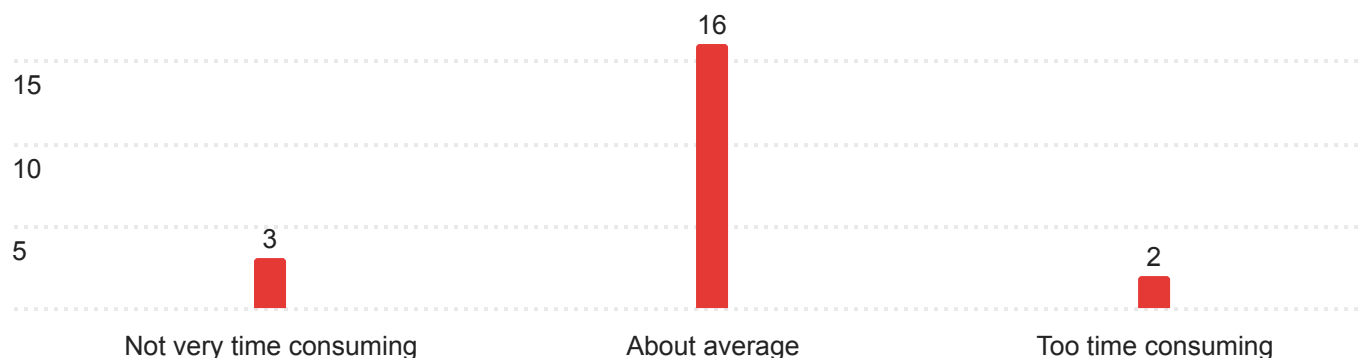
Q30 - Additional comments:

The problem sets were helpful to understand the content and quite challenging, but not the most helpful preparation for the exam I would say.

The problem sets were very nice, and help to understand but they do not help to prepare for the exam, as the exercises given in the problem sets and in the exam are very far away from each other in terms of how to approach the problem, what sort of understanding is needed etc. I think it would be useful to have PS with exercises closer to the ones we will have to face in the exam.

Problem set 4 took longer than the others.

Work load varies strongly from week to week. Probelem sets coverd mostly the first half/ two thirds of the course. making it hard to prepare for exam questions from the later parts. Also, the problem sets suggested that exercises follow a distinct pattern, while exam exercises looked quite different, again complicating exam preperation.

T.A. sessions

Q31 - Was there sufficient time to discuss the problem set in the T.A class?

5. Very much	38%	8
4. Considerably	33%	7
3. Average	24%	5
2. Not very much	5%	1
1. Not at all	0%	0
Total		21

Q32 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

Filipe did a good job in solving the problem sets during the sessions. Olivia did a good job in solving the problem sets during the sessions.

Olivia was an amazing TA that gave clear explanations and helped a lot to deepen my understanding of concepts and techniques. She could answer any question very much to the point. The feedback provided on the problem sets was neat and she was always available to help.

Both Olivia and Filipe were great TAs. They explained the problem sets carefully and slowly, going through each step of the solution. They were also able to reply to questions raised by the students and were fully available to meet outside of the class to clarify any additional doubts.

TAs were very helpful in answering specific questions on the problem sets. But in the TA sessiosn there was often not enough time for more than a superfuicial discussion of the problem set

Q33 - Did the T.A. explain harder/trickier parts of the problem set well?

5. Very much	48%	10
4. Considerably	38%	8
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Q34 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

Felipe was an amazing TA that gave clear explanations and helped a lot to deepen my understanding of concepts and techniques. He could answer any question very much to the point. The feedback provided on the problem sets was neat and he was always available to help.

Q35 - Did the T.A. respond to the problems and difficulties rasied by the class?

5. Very much	43%	9
4. Considerably	43%	9
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Q36 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

No data found – your filters may be too exclusive!

Q37 - Did you feel that the T.A. sessions were more useful than simply reading written solutions?

5. Very much	33%	7
4. Considerably	29%	6
3. Average	29%	6
2. Not very much	5%	1
1. Not at all	5%	1
Total		21

Q38 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here

No data found – your filters may be too exclusive!

Q39 - Did you feel that the T.A. understood the material sufficiently better than the students?
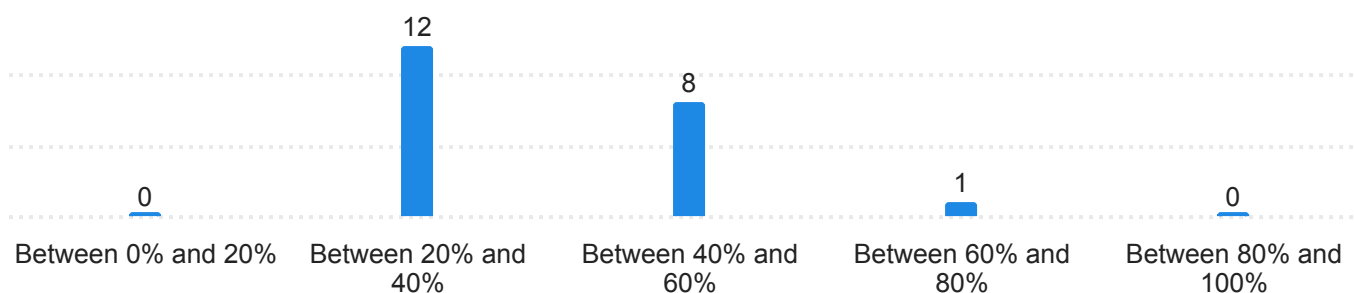
5. Very much	57%	12
4. Considerably	33%	7
3. Average	10%	2
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

Q40 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
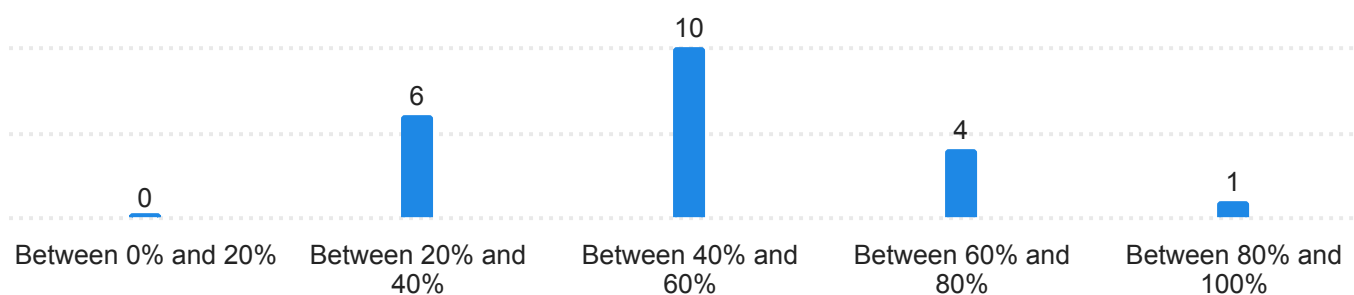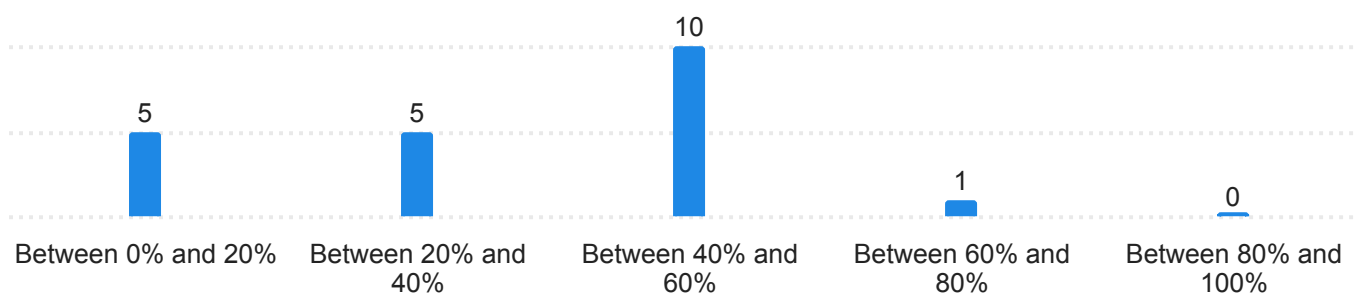
No data found – your filters may be too exclusive!

General

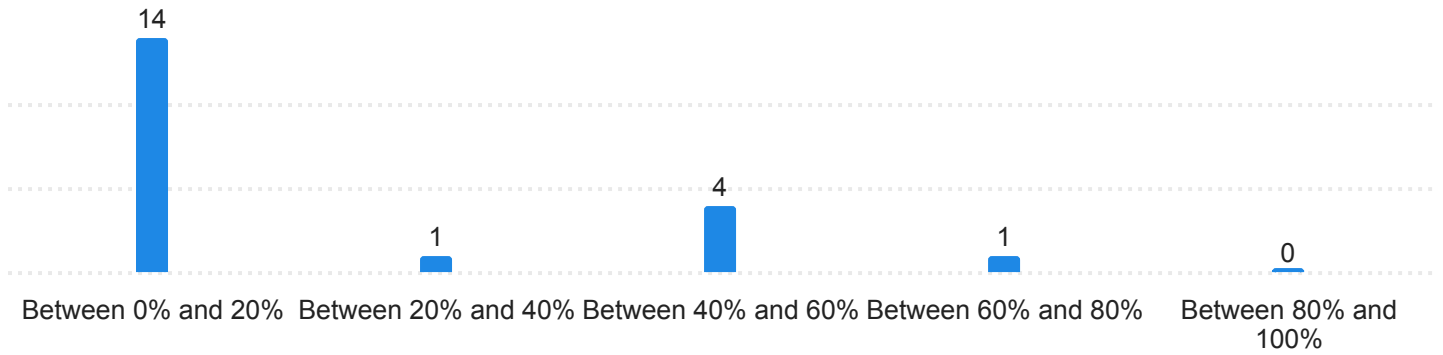## Q41 - What percentage was this of the total average time you spent on courses per week?

Between 0% and 20%	Between 20% and 40%	Between 40% and 60%	Between 60% and 80%	Between 80% and 100%
0	12	8	1	0

Q42 - What percentage of this time spent on this course was spent on problem sets?

Between 0% and 20%	Between 20% and 40%	Between 40% and 60%	Between 60% and 80%	Between 80% and 100%
0	6	10	4	1

Q43 - What percentage of the time spent on this course was spent on general background studying and reading?

Between 0% and 20%	Between 20% and 40%	Between 40% and 60%	Between 60% and 80%	Between 80% and 100%
5	5	10	1	0

Q44 - What percentage of the time spent on this course was spent on other things?

Between 0% and 20%	Between 20% and 40%	Between 40% and 60%	Between 60% and 80%	Between 80% and 100%
14	1	4	1	0

Q45 - Based on your response from the previous question what do you spend this percentage of time doing?

Discussion with class mates

Q46 - How much of the course material was familar to you before the course?

4. A lot [1]
3. A moderate amount [5]
1. None at all [8]
2. A little [7]

- 1. None at all
- 2. A little
- 3. A moderate amount
- 4. A lot
- 5. Most
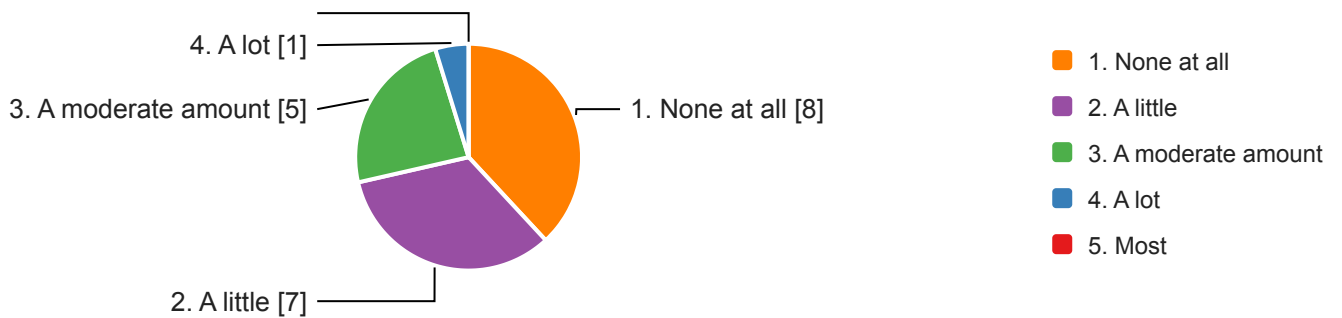
Q47 - Of the material that was familiar did you manage to deepen your understanding?

5. Very much	37%	7
4. Considerably	16%	3
3. Average	21%	4
2. Not very much	11%	2
1. Not at all	16%	3
Total		19

Q48 - Additional comments:

No data found – your filters may be too exclusive!

Q49 - Any other remarks:

No data found – your filters may be too exclusive!