

Duke University - Course Evaluations

Undergraduate Course Evaluations - Summer I 2024

Course: ECON-201D-001: INTERMEDIATE MICROECONOMICS I.ECON-201D-001.

Instructor: Luke Zhao *

Response Rate: 9/11 (81.82 %)

1 - Your personal level of engagement with the course was:

Response Option		Weight	Frequency	Percent	Percent Responses		Means							
Very low		(1)	0	0.00%										
Low		(2)	0	0.00%										
Medium		(3)	3	33.33%										
High		(4)	1	11.11%										
Very high		(5)	5	55.56%										
					0	25	50	100	Question	Dept/Program (UGRD)		Undergrad Overall		
Response Rate		Mean	STD	Median	Dept/Program (UGRD)		Mean	STD	Median	Undergrad Overall		Mean	STD	Median
9/11 (81.82%)		4.22	0.97	5.00	16		4.19	0.91	4.50	454		4.26	0.83	4.00

2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate	8/11 (72.73%)
<ul style="list-style-type: none">• I learned a lot of new economic thinking, ways to solve problems, and skills to best view economics issues.• In this course, I developed all of the fundamental skills and knowledge associated with intermediate microeconomics. This included an understanding of constraint optimization, basic proof concepts, and an extension of ideas from basic economic principles.• Lot of graphical analyses for microecon- shifts and movements, what different intersections represent Learned about various intuitions behind economic ways of thinking• Economic methods to model and solve consumer and producer models, and how to solve market equilibriums between the two. I have also learned examples that distort the market• I learned how to interpret mathematical ideas into economic applications, understand complex graphs, and manage my time in the problem set completion.• I feel like the most important thing I learned from this class is that when a problem is difficult don't panic think about what I know and have learned and use that knowledge to apply different strategies. I have learned how to solve profit maximization problems, utility maximization problems, and how to model lots of graphs.• I learned how to do some basic multivariable calculus and take partial derivatives. I used this knowledge to solve optimization problems relating to economics. I also learned more about graphing and things like surplus, cost, price, and willingness to pay.• Formulas to decipher economic models. A systematic thinking when approaching economic problem. How use graphs to better explain reasoning	

3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate	8/11 (72.73%)
<ul style="list-style-type: none">• Luke was extremely helpful in answering any question the class had as well as taking a lot of time from his day to hold office hours and extra study sessions!• The instructor really worked to tailor experiences in the class to what would be most conducive to student learning. This included routinely asking for student feedback and offering many opportunities for contact/additional help outside of class in the form of office hours and review sessions. Both components were incredibly helpful and I would keep for future years/like to see in more classes.• Luke provided plentiful opportunities for question help and ectra support- office hours, help rooms, correction emails.• The office hours were always very helpful. Not grading the problem sets gave a sense of less pressure and harshness with deadlines, but were helpful to learn. The help groups at the end of the semester to review problem sets were very helpful• I think that Luke did a great job for his first time teaching. He organized his lectures in a logical way and tried his best every class to convey everything he would like to. Sometimes, he would doubt himself or say that we were going to slow, not with any intention of harm, but it did worry me sometimes. I would keep the office hours and review sessions as they tended to be more helpful as I would have appreciated a proper discussion section.• I think Luke did a really good job overall. I think the biggest thing for him would be to learn what topics could use more or less time. I feel like our biggest issue was time management because it felt like sometimes he spent too long on unnecessary things or not enough time on others, but I feel like this is a skill that will also develop with more teaching experience.• The structures of our assessments kept me on my toes while also ensuring that I was studying the required material. I appreciate how the midterms were based off of our problems sets.• The extra help times including office hours and help group.	

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4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate 8/11 (72.73%)

- I think that questions were always welcomed which was very helpful, some topics needed more clarification than others which could shift in future years.
- I think the grading scheme for the two midterms could use some refining. While it was certainly helpful to have the 'better of two' approach such that students weren't deterred by a bad first test and felt like they still had incentive to grow, the way grades were scaled in proportion to the highest and lowest marks meant that one high-achieving student could bar the rest of the class from achieving decent marks even if they were relatively close in terms of raw scores.
- shorter, but potentially required homeworks
- Nothing impeded a positive learning environment. Luke did a great job and I can't think of any ways he could've made the course less challenging given it's a summer class
- I think a proper discussion section over the summer would have been beneficial as I like to problem solve in groups.
- Maybe if we did lecture readings or videos outside of class and focused on solving problems together in class.
- I think that potentially more explanation, some things are kind of rushed. But that might just be due to this class being taught over the summer.
- Not having no it be taken in the summer, however, outside of that adjusting the the difficulty level to fit the time constraint

5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

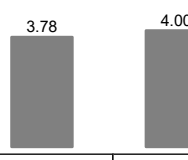
Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%								
Marginal	(2)	1	11.11%	■							
Average	(3)	0	0.00%								
Very Good	(4)	5	55.56%	■■■■■							
Excellent	(5)	3	33.33%	■■■							
0 25 50 100					Question	Dept/Program (UGRD)	Undergrad Overall				
Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
9/11 (81.82%)	4.11	0.93	4.00	16	4.06	1.00	4.00	455	4.42	0.71	5.00

6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate 9/11 (81.82%)

- The instructor used a very mathematical approach to many of the concepts and relied less on using real-world examples to better our understanding of difficult topics. While this may have helped some students, it also was confusing for other students.
- It was a very difficult class so I think all of the problem sets and tests made it very intellectually stimulating.
- I think the content of the class made it stimulating. This course is widely recognized for being challenging to students given its thorough nature and the breadth of material covered, and I think this constantly challenged me to consider new viewpoints.
- the balance of math and intuition- going back and forth is challenging and interesting
- The involvement in the problem sets and office hours and help groups to review them was a good schedule
- It might be too intellectually stimulating! So many different ideas in so little time, but that's summer session.
- LOTS of problems and practice. However, sometimes the answer keys weren't super specific on the actual steps and more just said solves his to get this- seeing the steps to get those answers would be very helpful.
- I thought about things that I knew existed in Econ, but I was able to explain them and interact with these semi-familiar concepts with math, and I enjoyed the objectivity of analyzing these concepts.
- The material was very thought provoking in consideration with real world scenarios

7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%								
Marginal	(2)	1	11.11%	■							
Average	(3)	2	22.22%	■■							
Very Good	(4)	4	44.44%	■■■■							
Excellent	(5)	2	22.22%	■■							
0 25 50 100					Question	Dept/Program (UGRD)	Undergrad Overall				
Response Rate	Mean	STD	Median	Dept/Program (UGRD)	Mean	STD	Median	Undergrad Overall	Mean	STD	Median
9/11 (81.82%)	3.78	0.97	4.00	16	4.00	1.10	4.00	454	4.37	0.74	4.50

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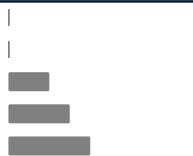
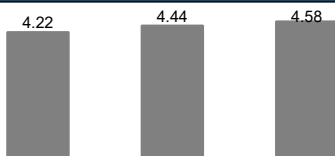
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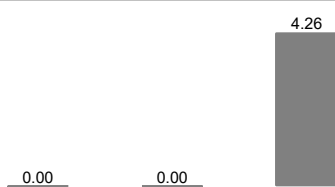
Instructor: Luke Zhao *

Response Rate: 9/11 (81.82 %)

8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Luke Zhao, was -

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%										
Marginal		(2)	0	0.00%										
Average		(3)	2	22.22%										
Very Good		(4)	3	33.33%										
Excellent		(5)	4	44.44%										
					02550100	Question	Dept/Program (UGRD)		Undergrad Overall					
Response Rate		Mean	STD	Median	Dept/Program (UGRD)		Mean	STD	Median	Undergrad Overall		Mean	STD	Median
9/11 (81.82%)		4.22	0.83	4.00	16		4.44	0.81	5.00	484		4.58	0.69	5.00

9 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the teaching assistant, , was

Response Option		Weight	Frequency	Percent	Percent Responses	Means							
Poor		(1)	0	0.00%									
Marginal		(2)	0	0.00%									
Average		(3)	0	0.00%									
Very good		(4)	0	0.00%									
Excellent		(5)	0	0.00%									
N/A		(0)	0	0.00%									
02550100					Question	Dept/Program (UGRD)		Undergrad Overall					
Response Rate		Mean	STD	Median	Dept/Program (UGRD)		Mean	STD	Median				
0/11 (0.00%)		0.00	0.00	0.00	0		0.00	0.00	0.00	71	4.26	1.03	5.00

10 - In what ways did the teaching assistant(s) facilitate your learning and what might have helped even more? Include any constructive comments you'd like to share with here.

Response Rate	0/11 (0%)
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11 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate	9/11 (81.82%)
<ul style="list-style-type: none">• Prepare math skills from calculus• The topics are difficult but you got this!• Take it! Great class. Great instructor. The instructor really wants students to succeed and works hard to help make it happen.• Difficult math procedures, but satisfying when you understand.• Summer classes are difficult but if you're at Duke over the summer or behind on credits this is a fantastic opportunity and Luke genuinely cares about his students and will help you.• It is definitely hard to take over the summer, but it is doable if you keep up.• Go to Luke! One of his best qualities is that he really cares about you, your learning, and how you're doing in his class. He was always offering extra office hours, review sessions, and to get lunch/dinner/coffee with us to make sure we're understanding and feeling confident. I had my moments where I was struggling with the material and Luke never failed to make me feel capable with it. He's also very funny.• Be prepared to do a lot more work than you did in Econ 101• Be ready to put all your time into it	

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12 - The course was difficult.

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Strongly disagree		(1)	0	0.00%										
Disagree		(2)	0	0.00%										
Neither agree nor disagree		(3)	0	0.00%										
Agree		(4)	4	44.44%										
Strongly agree		(5)	5	55.56%										
					02550100	Question	Dept/Program (UGRD)		Undergrad Overall					
Response Rate		Mean	STD	Median	Dept/Program (UGRD)		Mean	STD	Median	Undergrad Overall		Mean	STD	Median
9/11 (81.82%)		4.56	0.53	5.00	16		4.19	0.91	4.00	452		3.31	1.01	3.00

13 - How many hours in a typical week did you spend on this course (outside of class meetings)?

Response Option				Weight	Frequency	Percent	Percent Responses	Means								
1				(1)	0	0.00%										
2				(2)	0	0.00%										
3				(3)	0	0.00%										
4				(4)	0	0.00%										
5				(5)	2	22.22%										
6				(6)	1	11.11%										
7				(7)	1	11.11%										
8				(8)	0	0.00%										
9				(9)	0	0.00%										
10+				(10)	5	55.56%										
							0	25	50	100	Question	Dept/Program (UGRD)		Undergrad Overall		
Response Rate		Mean	STD	Median	Dept/Program (UGRD)		Mean	STD	Median	Undergrad Overall		Mean	STD	Median		
9/11 (81.82%)		8.11	2.32	10.00	16		6.88	3.10	7.00	450		5.94	2.72	6.00		