Seminar Assessment Report

Title:	Microeconomics 1
Professor(s):	Prof. Laurent MATHEVET
Teaching Assistant(s):	Miguel Blanco

Department:	ECO	**Participants:**	21
Term:	BLOCK 1	**Forms returned:**	21
Year	2021 - 2022	**Return:**	100%

	Answers	%	

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

		Answers	%
5	Very much	4	19.05%
4	Considerably	7	33.33%
3	Average	9	42.86%
2	Not very much	0	0.00%
1	Not at all	1	4.76%
	NA / No answer	0	0.00%

Q2. The seminar was well organised and well prepared.

		Answers	%
5	Very much	4	19.05%
4	Considerably	6	28.57%
3	Average	9	42.86%
2	Not Very much	1	4.76%
1	Not at all	1	4.76%
	NA / No answer	0	0.00%

Q3. The professor was clear in her/his presentations and explanations.

		Answers	%
5	Very much	2	9.52%
4	Considerably	4	19.05%
3	Average	11	52.38%
2	Not very much	4	19.05%
1	Not at all	0	0.00%
	NA / No answer	0	0.00%

Q4. The professor teaches with interest and enthusiasm.

5	Very much	5	23.81%
4	Considerably	9	42.86%
3	Average	7	33.33%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	0	0.00%

Q5. Where appropriate, the professor encourages class participation.

5	Very much	4	19.05%
4	Considerably	9	42.86%
3	Average	6	28.57%
2	Not Very much	0	0.00%
1	Not at all	1	4.76%
	NA / No Answer	1	4.76%

Q6. The professor was available and approachable outside seminar hours.

5	Very much	4	19.05%
4	Considerably	10	47.62%
3	Average	1	4.76%
2	Not very much	1	4.76%
1	Not at all	0	0.00%
	NA / No answer	5	23.81%

Q7. The overall themes of the course/seminar were developed in a coherent manner.

5	Very much	6	28.57%
4	Considerably	11	52.38%
3	Average	4	19.05%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	0	0.00%

Q8. Recommended lectures, articles and books have been useful and sufficient.

5	Very much	7	33.33%
4	Considerably	9	42.86%
3	Average	0	0.00%
2	Not very much	3	14.29%
1	Not at all	1	4.76%
	NA / No answer	1	4.76%

Q9. After taking this course/seminar my interest in the given subject has increased.

5	Very much	3	14.29%
4	Considerably	6	28.57%
3	Average	6	28.57%
2	Not very much	4	19.05%
1	Not at all	2	9.52%
	NA / No answer	0	0.00%

Q10. Indicate the percentage of sessions you attended for the course/seminar

1	Between 80% & 100%	21	100.00%
2	Between 50% & 80%	0	0.00%
3	Less than 50%	0	0.00%
	NA / No Answer	0	0.00%

Q11. What was the main reason you chose the course/seminar?

5	Personal interest	0	0.00%
4	Thesis related	0	0.00%
3	Supervisor's suggestion	0	0.00%
2	Compulsory	21	100.00%
1	Other	0	0.00%
	NA / No answer	0	0.00%

Q11. For question 11, if answer is 'Other', please give a reason

Q12. What were the course/seminar requirements?

5	Oral presentation	0	0.00%
4	Written exam	21	100.00%
3	Essay	0	0.00%
2	Written comments on seminar reading or other writing duties	0	0.00%
1	Participation in discussion or no specific requirements	0	0.00%
	N/A - fulfilled requirements in other seminars	0	0.00%

Q13. To what extent does this course/seminar overlap (in terms of content) with others?

5	Very much	1	4.76%
4	Considerably	3	14.29%
3	Average	5	23.81%
2	Not very much	5	23.81%
1	Not at all	7	33.33%
	NA / No answer	0	0.00%

Which courses overlapped with this course/seminar?

Response 1: Mathematics
Response 2: Math
Response 3: hopefully none
Response 4: Micro Sequence
Response 5: Macroeconomics 1
Response 6: None so far.
Response 7: Mathematics

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

Response 1: 30
Response 2: 20+
Response 3: many. A lot. I don't know but sometimes I even work on it in my dreams. Sleeptime was reduced for this.
Response 4: A week: 20 hours
Response 5: 140
Response 6: 30 hours per week
Response 7: 150
Response 8: 100
Response 9: Definitely more than 10 hours per week.
Response 10: 60
Response 11: 120
Response 12: 80hours
Response 13: 10/week (for regular weeks, more beofre the exams)
Response 14: on average maybe around 15 hours a week

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

5	Very much	8	38.10%
4	Considerably	5	23.81%
3	Average	4	19.05%
2	Not very much	1	4.76%
1	Not at all	0	0.00%
	NA / No answer	3	14.29%

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

5	Very much	3	14.29%
4	Considerably	0	0.00%
3	Average	1	4.76%
2	Not very much	4	19.05%
1	Not at all	0	0.00%
	NA / No answer	13	61.90%

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

Response 1: It would be better if the lectures were better prepared. Professor Mathevet often did not understand his own slides and had to stop and think, which could sometimes take up to 30 minutes of class. Aside from that the explanations were good. However, my issue with the class is that there was a big disparity between the level in class and the problem sets/exam, and the lectures ended up being nearly useless for studying as almost all questions on the problem sets/exams covered different concepts than the ones discussed. I understand that we are supposed to study on our own to learn the concepts deeper, but rather than testing the important concepts the problem sets and the exam felt like they were simply trying to trick us in many cases, by adding new things to the exam problems that we have not encountered before. For example, if non-convex preferences are to show up on the exam (which they did) it would be helpful going into this deeper. (Now we only had one example from the mock exam.) It is hard to study effectively when there is such a big gap between what is taught and what is encountered, and I think there are better ways of creating challenging material.

Response 2: I wish the professor had more time to prepare for his lectures. It sometimes felt like he didn't recognize his own slides. He didn't know the answers to many of our questions, which I found a little bit embarrassing.

Response 3: The material was explained properly, some ideas were further developed in class based on students' questions.

Response 4: Sometimes the professor did not agree with the slides that he made himself or found typos that were never corrected.

Response 5: I feel that Pr. Mathevet made a great effort when teaching this class. Although my above evaluations seem only average, it is much more due to the content than to the Professor. The Micro 1 class feels very "dry" for us students and I believe that it is the same for the professor, and thus this naturally reflects onto the teaching. On the other hand, I found that Pr Mathevet is a great instructor, who makes a lot of effort to provide the intuition behind tough concepts and interacts well with his audience. To summarize I feel that the Micro 1 class is not the most appropriate to allow Pr. Mathevet to make use of his great teaching potential.

Response 6: Overall, I think the amount of time spent explaining different subjects was not perfectly assigned, for example I think we spent a lot of time on discussing the setup of edgeworth boxes which was one of the easiest things in the class for me, while I struggled a lot more on most of the other stuff which we rushed through a bit more.

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

5	Very much	14	66.67%
4	Considerably	5	23.81%
3	Average	2	9.52%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	0	0.00%

Q19. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was available and approachable outside seminar hours?		
5 Very much	20	95.24%
4 Considerably	1	4.76%
3 Average	0	0.00%
2 Not very much	0	0.00%
1 Not at all	0	0.00%
NA / No answer	0	0.00%

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

Response 1: Miguel was a great TA, very helpful and knowledgeable about the material. The participation was initially low in the seminar, but that was not really his fault as it is difficult to create explanations of many of the problem set questions that are not verbose. The remaining seminars with the presentations were not very useful, however, as Miguel can explain the problems better than we can.

Response 2: TA was very friendly and nice and helpful; TA sessions often included regurgitations of proofs/solutions on the board and could be more interactive and engaging in the future.

Response 3: Miguel was our teaching assistant. Miguel is amazing and has saved us all from failing. God bless Miguel (unless you don't believe in god, then Mas-Colell bless Miguel).

Response 4: Miguel is great. He gave us hints, and good suggestions on how to approach the exercises.

Response 5: I think Miguel deserves a huge appreciation and recognition! He was amazing for the fact he taught the course for the very first time. We would be STRICTLY better off if Miguel were giving the lectures instead of Professor Mathevet.

Response 6: Miguel was well prepared (given the difficulty of the class) and available a lot to answer the numerous questions.

Response 7: Miguel Blanco - very good!

Response 8: Very good sessions, nice explanations of problems and strategies to approach them.

Response 9: Miguel was of real help and was always there to answer any of the questions which we could have and this is highly appreciated.

Response 10: I think it would help the the understanding, if we would also repeat some theory in the TA Session, in math this helped a lot.

Response 11: Miguel was always approachable and ready to help. He explained exercises clearly and completely.

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

Response 1: n/a

Response 2: We could have skipped the Mas-Colell part and used Anwar Shaikh's book instead (I know this is wishful thinking).

Response 3: -

Response 4: None

Response 5: More depth in expected lotteries and the last part on the 2WT and AD equilibrium/sequential trade.

Q22. What topics should have been reduced/omitted?

Response 1: n/a
Response 2: The second Fundamental Theorem of Welfare Economics.
Response 3: discrete choice models
Response 4: Consumer and producer theory.
Response 5: I think one of the topics should have been taught with more focus: preferences over lotteries. To compensate I would reduce the amount of lectures spent on General Equilibrium.
Response 6: Discrete choice
Response 7: None
Response 8: Discrete choice models
Response 9: see above

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

Response 1: Uncertainty and risk; general equilibrium; computational problems
Response 2: The necessary assumptions for aggregation of both preferences and production. Unfortunately (and as per usual) the time to go into detail lacked.
Response 3: general equilibrium
Response 4: General Equilibrium was more intuitive and it comes also at hand in macroeconomics modules.
Response 5: General equillibrium.
Response 6: General equilibrium
Response 7: Consumer and Producer Theory
Response 8: General equilibrium
Response 9: Consumer theory, general equilibrium theory, uncertainty.

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

Response 1: More connection between theory and computation/application could be made. MWG isn't the most helpful in applying concepts to problems -- additional resources on this would be useful.
Response 2: It is extremely hindering to update slides after a lecture has been finished as many students take their notes in the current set of slides so things just tend to not be registered when slides are updated constantly. I understand this was a first time taught, which explains this but it is still a nuissance.
Response 3: drop discrete choice models and spend time on general equilibrium
Response 4: Preamble: I think these comments are more aimed at what the department wants to do with this module. The course was given over six weeks I think it would give a bit more breadth to the students if delivered over seven weeks also given that it's a course and in other programs in Europe is given over 10 weeks. This would allow the students to dive deeper in the material. Overall I think the professor was given a really hard job and eventually he managed fairly well.
Response 5: Professor used the slides from the previous professor, which is OK if he'd know what actually is on the slides. It happened quite often that he was a bit confused about the notation and slides content. If he is confused, I'm even more confused.
Response 6: I am thankful for the extra points we could gain by solving the question on board BUT it wasn't very helpful. Instead of random selection, I'd suggest students should prepare one question in more detail and be prepared to solve it on board by providing a real learning experience to their peers. I wish we hadn't spent so much time with us solving the questions on board. Miguel is a great TA and it would have be super helpful if

he could have had a chance and time to explain the tricky problems to us.

Response 7: The professor used slides for going through sometimes complicated mathematical derivations. Unfortunately, with this approach it is almost impossible for students to follow the course. Thus, it would be better if the professor relied less on the slides.

Response 8: Slightly better preparation of slides by the professor. Usually the slides were updated after the lectures, hence taking notes on slides during the lecture was less effective (changes to the final version of presentations required additional revisions of notes and were a bit confusing at times).

Response 9: During the TA sessions, correct only some of the exercises in the problem sets (provided that the solutions are afterwards uploaded) and use the rest of the time to do other problems that we have not seen or to review the most important content seen in class (as done in mathematics).

Response 10: By rethinking the random cold calling in practical classes. At least, inform at the beginning of each class who will solve which question. Students often ended up being more concerned on 'am I going to be called next?' rather than on the question itself.

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

Response 1: Really kind and enthusiastic TA and professor, especially given a rather dry subject.Response 2: Mas-Colell. Traumatising students since 1995. But honestly, I think a more critical approach to Micro could be valuable for new generations of econ resarchers. Response 3: I think the exam weights on the two parts should have been made clear before in such a way that students can strategize the preparation in the optimal way. This bit of information was missing since the weights of the two parts were changed considerably with respect to the mock exam provided. Overall I am happy with the module and I think I learned a lot.Response 4: The exam was a bit harsh. We spent sooo much time solving super nice problems in class but we weren't ready for the tricky questions. It's hard to say if the exam was unfair - I guess it was OK but again to make it even fairer I'd appreciate solving more tricky questions in class with a TA then thinking about those problems under time pressure in the exam.

Course content

Q26. Was the sequence and structure of the course clear?

5	Very much	9	42.86%
4	Considerably	5	23.81%
3	Average	6	28.57%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

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

5	Almost identical	1	4.76%
4	Considerably	13	61.90%
3	Not very much	4	19.05%
2	Not at all	2	9.52%
1	I do not have an MA degree prior to EUI	0	0.00%
	NA / No Answer	1	4.76%

Q28. Course content: additional comments:

Response 1: I have never taken Microeconomics I at graduate level.

Written Notes and References

Q29. Were slide/lecture notes provided to you?

Yes	20	95.24%
No	0	0.00%
NA / No Answer	1	4.76%

Q30. Were the slide/lecture notes clear?

5	Very much	1	4.76%
4	Considerably	6	28.57%
3	Average	11	52.38%
2	Not very much	1	4.76%
1	Not at all	1	4.76%
	NA / No answer	1	4.76%

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

5	Very much	1	4.76%
4	Considerably	5	23.81%
3	Average	8	38.10%
2	Not very much	5	23.81%
1	Not at all	1	4.76%
	NA / No answer	1	4.76%

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

5	Very much	9	42.86%
4	Considerably	9	42.86%
3	Average	1	4.76%
2	Not very much	1	4.76%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

Q33. Did the professor provide references to other sources for deepening your understanding (e.g. textbooks, related articles, supplemental material)?

Yes	16	76.19%
No	4	19.05%
NA / No Answer	1	4.76%

Q34. Were the slides/lecture notes well connected to these complementary sources?		
5 Very much	6	28.57%
4 Considerably	7	33.33%
3 Average	2	9.52%
2 Not very much	1	4.76%
1 Not at all	0	0.00%
NA / No answer	5	23.81%

Q35. Written notes and references: additional comments:

Response 1: Only MWG was provided as an additional resource -- more resources would be great. In the future it would be appreciated if only final versions of slides were uploaded -- and if later re-uploaded, if they were clearly flagged.
Response 2: Mas-Colell only

Problem Sets

Q36. Did the problem sets help you deepen your understanding of the basic concepts covered in class?		
5 Very much	7	33.33%
4 Considerably	5	23.81%
3 Average	6	28.57%
2 Not very much	2	9.52%
1 Not at all	0	0.00%
NA / No answer	1	4.76%

Q37. Did the problem sets provide insights that went beyond the basics covered in class?		
5 Very much	8	38.10%
4 Considerably	9	42.86%
3 Average	1	4.76%
2 Not very much	2	9.52%
1 Not at all	0	0.00%
NA / No answer	1	4.76%

Q38. Was the material/references provided by the lecturer sufficient to solve the problem sets?		
5 Very much	0	0%
4 Considerably	11	52%
3 Average	5	24%
2 Not very much	1	5%
1 Not at all	2	10%
NA / No answer	2	10%

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

5	Too easy	0	0%
4	Easy	0	0%
3	Neither easy nor hard	3	14%
2	Hard	12	57%
1	Too hard	5	24%
	NA / No answer	1	5%

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

1	Not very time consuming	0	0%
2	About average	3	14%
3	Too time consuming	17	81%
	NA / No answer	1	5%

Q41. Problem sets: additional comments:

Response 1: These problem set were literally my life.
Response 2: Individual problem sets are too time consuming. I would much rather prepare problem sets in groups.
Response 3: all these proofs dont help me unterstand the concept. especially the exam is so different to the problem set...

T.A. Sessions

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

5	Very much	1	4.76%
4	Considerably	5	23.81%
3	Average	6	28.57%
2	Not very much	7	33.33%
1	Not at all	1	4.76%
	NA / No answer	0	0.00%

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

Response 1: Miguel saved us all (see comment above)

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

5	Very much	7	33.33%
4	Considerably	11	52.38%
3	Average	2	9.52%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

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

Response 1: supra

Response 2: Miguel did a great job at TAing this class. He was always very approchable to answer our questions and was great at providing nice intuition behind the concepts. You can see that he has a deep understanding of the topic

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

5	Very much	16	76.19%
4	Considerably	3	14.29%
3	Average	1	4.76%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

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

Response 1: and quickly.

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

5	Very much	7	33.33%
4	Considerably	8	38.10%
3	Average	3	14.29%
2	Not very much	2	9.52%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

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

Response 1: Without Miguel we would have been doomed.

Response 2: Yes and surely the solutions provided by the TA were quite comprehensive and clear.

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

5	Very much	16	76.19%
4	Considerably	4	19.05%
3	Average	0	0.00%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	1	4.76%

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

Response 1: ...doomed.

General

Q52. What percentage was this of the total average time you spent on courses per week?

Between 0% and 20%	0	0.00%
Between 20% and 40%	3	14.29%
Between 40% and 60%	9	42.86%
Between 60% and 80%	6	28.57%
Between 80% and 100%	1	4.76%
NA / No answer	2	9.52%

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

Between 0% and 20%	0	0.00%
Between 20% and 40%	2	9.52%
Between 40% and 60%	5	23.81%
Between 60% and 80%	8	38.10%
Between 80% and 100%	5	23.81%
NA / No answer	1	4.76%

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

Between 0% and 20%	7	33.33%
Between 20% and 40%	9	42.86%
Between 40% and 60%	3	14.29%
Between 60% and 80%	1	4.76%
Between 80% and 100%	0	0.00%
NA / No answer	1	4.76%

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

I spend between 0% and 20% other things	19	90.48%
I spend between 20% and 40% other things	1	4.76%
I spend between 40% and 60% other things	0	0.00%
I spend between 60% and 80% other things	0	0.00%
I spend between 80% and 100% other things	0	0.00%
NA / No answer	1	4.76%

Q56. Based on your response from the previous question what do you spend this percentage of time doing?

Response 1: Doing problems and reading MWG
Response 2: there is no time for other things
Response 3: Reading MGW

Q57. How much of the course material was familiar to you before the course?

5	Most	2	9.52%
4	A lot	7	33.33%
3	A moderate amount	8	38.10%
2	A little	1	4.76%
1	None at all	2	9.52%
	NA / No answer	1	4.76%

Q58. Of the material that was familiar did you manage to deepen your understanding?

5	Very much	7	33.33%
4	Considerably	9	42.86%
3	Average	2	9.52%
2	Not very much	1	4.76%
1	Not at all	1	4.76%
	NA / No answer	1	4.76%

Q59. Additional Comments:

Response 1: but not in a way that helps me critically reflect on much of it.Response 2: Please drop presentation of students in exercise class. Takes too much time and doesn't help to get additional understanding

Q60. Any other remarks:

Response 1: Too little time to discuss some of the assumptions that we are making, which is important because this lies at the heart of everything we do.
Response 2: The fact that we had to correct exercises in class did not help to understand the problems if you did not understand them while doing them.

Seminar Assessment Report	ECO-CO-MICRO1

Title:	Microeconomics 1
Professor(s):	Prof. Laurent MATHEVET Laurent Mathevet
Teaching Assistant(s):	M. Blanco; G. Dannay

Department:	ECO	**Participants:**	36
Term:	BLOCK 1	**Forms returned:**	36
Year	2022 - 2023	**Return:**	100%

	Answers	**%**

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

		Answers	%
5	Very much	1	2.78%
4	Considerably	8	22.22%
3	Average	16	44.44%
2	Not very much	5	13.89%
1	Not at all	5	13.89%
	NA / No answer	1	2.78%

Q2. The seminar was well organised and well prepared.

		Answers	%
5	Very much	2	5.56%
4	Considerably	5	13.89%
3	Average	20	55.56%
2	Not Very much	6	16.67%
1	Not at all	1	2.78%
	NA / No answer	2	5.56%

Q3. The professor was clear in her/his presentations and explanations.

		Answers	%
5	Very much	2	5.56%
4	Considerably	7	19.44%
3	Average	13	36.11%
2	Not very much	9	25.00%
1	Not at all	3	8.33%
	NA / No answer	2	5.56%

Q4. The professor teaches with interest and enthusiasm.

5	Very much	9	25.00%
4	Considerably	16	44.44%
3	Average	7	19.44%
2	Not very much	2	5.56%
1	Not at all	1	2.78%
	NA / No answer	1	2.78%

Q5. Where appropriate, the professor encourages class participation.

5	Very much	7	19.44%
4	Considerably	12	33.33%
3	Average	9	25.00%
2	Not Very much	4	11.11%
1	Not at all	1	2.78%
	NA / No Answer	3	8.33%

Q6. The professor was available and approachable outside seminar hours.

5	Very much	17	47.22%
4	Considerably	10	27.78%
3	Average	3	8.33%
2	Not very much	0	0.00%
1	Not at all	0	0.00%
	NA / No answer	6	16.67%

Q7. The overall themes of the course/seminar were developed in a coherent manner.

5	Very much	6	16.67%
4	Considerably	9	25.00%
3	Average	12	33.33%
2	Not very much	3	8.33%
1	Not at all	4	11.11%
	NA / No answer	2	5.56%

Q8. Recommended lectures, articles and books have been useful and sufficient.

5	Very much	12	33.33%
4	Considerably	9	25.00%
3	Average	9	25.00%
2	Not very much	2	5.56%
1	Not at all	0	0.00%
	NA / No answer	4	11.11%

Q9. After taking this course/seminar my interest in the given subject has increased.

5	Very much	2	5.56%
4	Considerably	4	11.11%
3	Average	13	36.11%
2	Not very much	6	16.67%
1	Not at all	9	25.00%
	NA / No answer	2	5.56%

Q10. Indicate the percentage of sessions you attended for the course/seminar

1	Between 80% & 100%	29	80.56%
2	Between 50% & 80%	4	11.11%
3	Less than 50%	3	8.33%
	NA / No Answer	0	0.00%

Q11. What was the main reason you chose the course/seminar?

5	Personal interest	0	0.00%
4	Thesis related	0	0.00%
3	Supervisor's suggestion	0	0.00%
2	Compulsory	36	100.00%
1	Other	0	0.00%
	NA / No answer	0	0.00%

Q11. For question 11, if answer is 'Other', please give a reason

Q12. What were the course/seminar requirements?

5	Oral presentation	0	0.00%
4	Written exam	36	100.00%
3	Essay	0	0.00%
2	Written comments on seminar reading or other writing duties	0	0.00%
1	Participation in discussion or no specific requirements	0	0.00%
	N/A - fulfilled requirements in other seminars	0	0.00%

Q13. To what extent does this course/seminar overlap (in terms of content) with others?

5	Very much	2	5.56%
4	Considerably	8	22.22%
3	Average	3	8.33%
2	Not very much	6	16.67%
1	Not at all	14	38.89%
	NA / No answer	3	8.33%

Which courses overlapped with this course/seminar?

Response: Mathematics
Response: I do not know yet
Response: Mathematics
Response: N/A
Response: Some math concepts
Response: Math
Response: Macro 1
Response: Macroeconomics I
Response: Macro 2
Response: Macroeconomics series
Response: Mathematics
Response: Basically any other economics courses
Response: Presumably future micro, future macro based on micro foundations

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

Response: Many hours
Response: A lot
Response: 2 hour a day
Response: around 8 hours a week
Response: 15
Response: 10 hours weakly on average
Response: 12 hours
Response: 2 hours per hour of class
Response: 30 hrs a week
Response: 6/7 per week
Response: Too much...
Response: min 20h per week
Response: 4-5 hours per day
Response: 15 per week
Response: 10-12 hours per week
Response: 8-10 hours per week
Response: 100
Response: 80
Response: 60

Title: Microeconomics 1
By: Prof. Laurent MATHEVET Laurent Mathevet

Response: 12 hours per week
Response: 20 h per week
Response: 50
Response: 15
Response: Ten hours per problem set
Response: 150

Q15. Practical classes (ECO/SPS) and training seminars have been very useful for the learning and understanding of the subject.		
5 Very much	7	19.44%
4 Considerably	5	13.89%
3 Average	7	19.44%
2 Not very much	4	11.11%
1 Not at all	3	8.33%
NA / No answer	10	27.78%

Q16. If this course was co-taught, do you agree that co-teaching improved the course?		
5 Very much	0	0.00%
4 Considerably	1	2.78%
3 Average	3	8.33%
2 Not very much	3	8.33%
1 Not at all	1	2.78%
NA / No answer	28	77.78%

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

Response: I appreciated the effort in trying to provide the intuitions

Response: Prof. Mathevet overall did a very bad job in teaching microeconomics I. He is very inexperienced in teaching PhD-level microeconomics and did not fully understand the essence of microeconomics theory. Apparently, the slides he used came from previous professors. The slides were organized in a different way from the textbook but prof. mathevet did not understand the logic of such reorganization. He is unable to explain why topics were organized in this way and relationships between these topics.

He did not prepare well for the class. What he did was just to read out the slides. Anyone with a beating heart can do that. It is often the case that he had difficulty explaining concepts and proof in class that he had to skip or come up with something that does not make sense. He should practice more before coming to class. His performance in class makes people feel he just spent 10 minutes before each class reading the slides.

I hope he could understand that teaching is not just throwing a bunch of materials to students and told them to have fun. That confuses students and makes them disappointed. The textbook is already complicated and confusing. Prof. Mathevet NEITHER illustrated the connections of different topics NOR provided any intuition for decomposing complicated concepts. He lacks a comprehensive and profound understanding about micro theory. He did not know what is important and the underlying connections between different theories and concepts. He could not even clearly explain the strategies that proof in textbook used. Her made learning micro

super super burdensome, hard, and dry. I sincerely advise the economics department to change the instructor of micro I for future cohorts.

Response: Microeconomics is very hard to teach because it is a lot of theory but Laurent Mathevet teached it very well trying to make the theory clearer with graphs and coming again at every session to the questions we had after the previous one. It was hard to understand sometimes but I think it is because theory is like this, hard to fully get at the first time

Response: Prof. Mathevet - while I found the core material highly interesting, a few suggestions come to mind to improve the course in future years.

1) The classes would benefit from being more interactive (e.g., creating more space for students to voice questions / comments)

2) Clearer reference should be made in the lecture slides to the textbooks (e.g., which lectures correspond to which chapters/sub-chapters in MWG) to facilitate review at home.

3) Short, illustrative examples would help students gain more intuition for the material and stay engaged during lecture.

4) As the course is theory-heavy, problem sets could be made shorter without losing much of the insight they are meant to deliver. This would free up more time to delve into the textbooks and grapple with the concepts being learned.

5) The modality of calling students to the board during the TA sessions and having the rest of the class watch the student re-do a problem on the board is not useful. The time would be much better spent talking through the problem set at a higher level and focusing on the areas that students are having difficulty understanding.

Response:

Response: If I canchange one thing about the course, it would be to take a break. I really thinkit is impossible to follow a course during 90 mins, especially if the professorfollows slides instead of using board. I believe that people start tolose their interests after some point, so I prefer a small break like Ichinodid. In addition, I prefer using the board more frequently, especially for proofsand mathematical explanations. For example, when we were doing proofs forwelfare theorems, it was very hard to follow, it would be much better if you use theboard to go over it. Also in my opinion, we covered the last twolectures (10 and 11) too fast, it would be much better if we could have spent more timewith uncertainty and time. For next year, maybe you can consider this intoconsideration. Lastly, it would be great if the professor could summarize what we did last time in the beginning of each lecture and give an introduction. I understand the professors feel pressure to cover all things they need to cover but when we lose something in the beginning of the lecture then it gets useless for us to stay in the class since we are not able to follow. To summarize, I prefer a course structure like 50 minutes class 10 minutes break and 50 minutes class again, so the professors can have more time to cover all things and to give a brief summary at the beginning of the lectures. One last thing I want to add is about the problem sets, I think for us it is very inefficient that students go to the board to solve questions. Everyone does that to get the point, but no one can explain things as good as teaching assistants. Therefore, no one wants to attend the problem set sessions since it is not very helpful, I prefer that TA's correct all solutions and then solve in the class like all other classes.

Response: Prof. Laurent MATHEVET. He was enthusiastic about the course but it was unfortunate that he had to explain many concepts. SO at some points the lecture was hard to focus. However I do not think there is an alternative to this.

Response: In the theory class, I would have loved Laurent to have been more specific in each idea and point he was making. Sometimes I got lost and could not catch up with the explanation. I think that the correct use of the backboard would have helped a lot, but it was not a frequent resource or it was used not in a structured and ordered way. Also, I have to point out that we are a lot of people in the class and I would like teachers (in general) to make the handwriting bigger, large and more legible on the blackboard. In the back of the class, sometimes, it is hard to listen well and to see the handwriting.

Response: Laurent's teaching is helpful and insightful; he provides additional intuition on concepts in class and tries to explain things beyond what is written on the slides. The slides, however, should be improved! In my opinion they are often too packed with information, and many times key concepts are not necessarily highlighted on a slide which may lead one to believe that things are important which in fact are not and vice versa... This also has a negative impact in the sense that sometimes it becomes difficult to follow the main story of the lecture, even though Laurent himself is doing a good job at trying to convey this main story. All in all, I am certain that Laurent could give a very good lecture if his slides were more coherent and concise.

Response:

Response: I think that the professor was very prepared but sometimes it was very hard to follow him. I understand that the concepts are hard but I really struggled though out the course. I would suggest to rely less on slides and focus more on the intuitions (maybe though graphs/example). I think that it was done by the end of the course.

Response:

Response: Prof. Mathevet did a poor job teaching this course. At times he was unprepared and seemed flustered by rather simple extensions of the material taught in class. His general approach to teaching Microeconomics I was much less about intuition and applicability of theory taught but leaned heavily towards explaining Mathematical features of models taught. This is not only time-wasting but also disheartening. To provide an example, spending more than one lesson on a proof of a theorem neither enhances understanding nor does it help in the applicability of taught content. My feedback would be to create appendices in each of the lecture slide decks such that students can read up on the derivation of a particular theorem/proof etc. and spend the extra time on intuition and perhaps examples. This would also improve the quality of slides.

Moving forward, I believe it is quite frankly insulting to create an exam where 35% relate to a concept that was never explained in class, which also bring me to his lack of interpersonal skills. When asked about why he would write such an exam, his response was a snippy "Why not?". Yet another example of his, quite frankly, arrogant manner is his response to a request of mine to have 5 minutes of break during lectures. If he spends yet another 90 minutes on simply reading mathematical derivations off his slides, I would believe that a short break is in everyone's best interest. In particular, I don't think "Well, it's grad school. It's hard." is an appropriate response to give to such a request.

I would suggest a drastic rethinking of how Prof. Mathevet wants to teach this course. With his current setup, he may leave future students taking this course disgruntled.

Response: At the beginning I felt that he wasn't as open to class participation as I would have liked but throughout the block he improved in this aspect. I found his slides to be a bit confusing and could have followed the course if he spent more time explaining on the board rather than following the slides. Also

sometimes I feel like especially in the proofs, we got so lost in the details and even though the specific parts were clear sometimes I had difficulties with connecting different points. I learnt most of what I needed from the problem sets and the book.

Response: Since the course is very rich and theoretical, I think it is very difficult to teach, especially since many people had never studied the textbook on which the course is based. Nevertheless, the professor was very attentive, always taking care to give detailed answers and insights when asked.

Response: Prof. Mathevet seems to be really open and friendly, however, the lecture very often lacked coherence. Even though micro is not new to me (obviously), quite frequently I didn't know what we are doing at the lecture and why. I guess more examples being solved or intuitions given would help. Similarly, if some time in the beginning of each lecture would be spent on saying what's exactly going to be discussed and what are the links between those topics, theorem, etc., that would be also helpful.

Response: Laurent Mathevet's slides order was the most confusing to me. I wanted to supplement the course material with the text book that was recommended. However navigating thorough the text book via slides were quite challenging.

Response: Laurent Mathevet did a good job considering the excessive amount of material he was expected to cover in an extremely short time frame. He did his best to answer in a considered way to students' questions and to encourage participation and explain things clearly but he did not have enough time. The course was too overloaded to allow for interesting discussion of how results would change under different assumptions, no room for critical thinking.

Q18. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was well organised and prepared?			
5	Very much	16	44.44%
4	Considerably	11	30.56%
3	Average	6	16.67%
2	Not very much	0	0.00%
1	Not at all	1	2.78%
	NA / No answer	2	5.56%

Q19. Do you think the teaching assistant (Doctoral Researcher or Post-Doctoral Fellow) was available and approachable outside seminar hours?			
5	Very much	25	69.44%
4	Considerably	7	19.44%
3	Average	0	0.00%
2	Not very much	0	0.00%
1	Not at all	1	2.78%
	NA / No answer	3	8.33%

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

Response: Useless to have to go trough all the problems if they are not explained deeply

Response: Both were well prepared

Response: Calling students to write on board is just a waste of time. Please do not do that again.

Response: Both Greg and Miguel were very available and helpful to answer any of our questions.

Response: Unanswered emails

Response: I think both of the TAs are very helpful and available for us all time. I like their teaching styles and their assistance during the office hours. As I mentioned before, I really believe that the problem set sessions are inefficient but this is not related to the TAs, it is about the fact that students come to the board and try to solve the questions without explaining. It takes more time and it is not helpful for us.

Response: Both were very helpful and explained everyting I had on mind in a very clear manner.

Response: I think that the class system was not very good, since our classmates were the ones that were out on the blackboard a lot of times, and they have not been warned previously about which exercise they have to do. I would rather ask the teacher about the exercises, and not ask a classmate and maybe embarrass him/her. Also, the class was too slow because of this system. I strongly prefer that the TA would have done a brief summary of the necessary theoretical material to be understood to do the PS at the beginning of the class (like in maths) instead of going out to the blackboard.

Response: The TA sessions were incredibly helpful in getting a better understanding of the course

Response: Both of them did a great job explaining difficult concepts and helped us throughout the block.

Response: The TAs were great. However, I think many people did not like the part about going up to the board. Not because we don't want to do that but because in general people stopped focusing once classmates were up at the board.

Response: Greg is very brilliant. He was always approachable and clear in his explanations. I understood the concept only because of him. Miguel is also very good and approachable. The only issue with the TA sessions was the format. Calling students at the white board is very old-fashion and decreases the overall attention. Thus, the TAs corrected only half of the problem sets, and the rest was done by us at the whiteboard but of course no one was paying attention. If the idea was to increase class participation, I think it had the opposite effect. During the last class we were only 10.

Response: Gregory's teaching performance was superb. He knew how to answer every question without hesitation and came adequately prepared to all classes. Miguel did an adequate job.

Response: I think that the TA sessions would be much more productive if the TAs explained the solutions to problem sets instead of us solving the questions on the board. While I appreciate that we could get a chance to improve our presentations skills, I think that 5 minutes on the board is not enough to make any difference but we could've gotten a lot more out of it if we were able to follow the solutions of the TAs instead. Also it did sometimes reduced our interest in attending the sessions since we were either too anxious of being called to the board on a question we couldn't do our because we knew we wouldn't get a great explanation anyways.

Response: The two teaching assistants were always available to answer our questions and were extremely benevolent. It helped me a lot to approach the course and the exam more serenely!

Response: Miguel was incredibly helpful during TA sessions. He has a strong understanding of the material and is able to effectively communicate concepts to students.

Gregory is an incredible instructor. He was always available even outside of the scheduled office hours. He was very good at explaining the material in a way that is concrete and understandable. When people were having trouble, he found alternative ways to explain contents. I benefited immensely from his help and guidance throughout the course.

Response: TA classes were really helpful, I wouldn't change anything (except for the lengthiness of problem sets)

Response: Greg and Miguel did a great job teaching a huge volume of material in the time available. They were reassuring, approachable and knowledgeable.

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

Response: Link between Core and Competitive Equilibrium
Response: Not omitted but I think the lectures 10 and 11 could have been explained more detailed.
Response: N/A
Response: Monopoly
Response: Even though it is a course on Micro theory I would have loved to learn more about how we use data to approach the theory. How is it done in practice given that the topic in general seems abstract?

Q22. What topics should have been reduced/omitted?

Response: There were some slides on comparative statics that were too algebraic and notation intense. I suggest to cut that part off
Response: aggregation
Response: hard to know
Response: Lotteries
Response: Maybe not topic but the course in general relies a lot on proofs, maybe some more intuition at one or the other place would have saved time in preparing the course
Response: Definitely the mathematical proofs in all their extensiveness
Response: I had the impression that the part on General Equilibrium was dense, and that we would need more time on it.
Response: Students asked to solve questions on the board. I think that part is unnecessary since students lack the power of explanation and the time constraints are small for us to solve maximum amount of questions.

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

Response: Welfare measures, duality, substitution and income effect
Response: nothing valuable
Response: General equilibria and utility maximisation problems
Response: General equilibrium
Response: GE part and discussion
Response: Choice under uncertainty, general equilibrium with uncertainty and Radner equilibrium
Response: In general I think everything we learn in micro 1 is very valuable, however since most of us do not want to be theorist maybe less emphasis could be put on proofs and more time spent on the intuition behind

everything.
Response: General equilibrium

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

Response: No student solving of problems at the board.

Response: 1. change the instructor. 2. the problem sets are long and tedious. people should spend time understanding and digesting concepts not just completing assignment. Besides, we get almost all the answers of assignments as they are highly similar to previous ones used by previous cohorts. What's the point of writing them again?

Response: Just one suggestion about the TA session: May be it should be better not having to correct exercices on the board, it is a good idea because it would allow the TA to see if we really understand the things, but I think that at the end when we go to the board, we just copy the solutions we had. And it is harder to understand for other people than when it is the TA that corrects the exercise. But otherwise, the sessions are well-organised and the office hours sessions are very useful !

Response: I think the professor should do more practical examples in class, and actually derive the proofs that he considers important and not only read them from the slides. Furthermore the TAs should not call students to the blackboard to solve exercises, because nobody of the other students is following their colleagues deriving proofs. The best would be for the TAs to do a recap of the theory learner in class to make it more understandable and then go in depth over the mechanisms of the most difficult exercises.

Response: See suggestions above.

Response: I think that the exercises done in class do not represent what we have done in the exam. I would rather that these exercises cover further and better the exam contents. If there are going to be theoretical exercises in the exam, please, make a close list of the questions that might be asked. Though it might be large, I would have an idea about where to start to study for the theoretical questions.

Response: See comments above.

Response: To me, I would prefer more real world examples as well as some parallels to empirical research or how it is applied in current research. Maybe the incorporation of latest papers or articles could help

Response: Less workload, especially for the Problem sets.

Response: See my comments above. Reduce focus on proofs (include them nonetheless and refer to them in an appendix section) and shift focus towards intuition, understanding and applicability

Response: I think that the lectures should rely much less on slides, and much more on writing on the board. I understand that there was not much time compared to the amount of material to be taught. Nonetheless, I think that slides should be replaced by self-contained lecture notes, and that lectures should be based on writing on the board and commenting more formally the concepts. Even at the cost of reducing the material covered in the course (or even better increasing the hours of lecture).

Response: The teaching is very bad. Grad school is hard, of course. But I believe a teacher should be able to have at least a marginal capacity to make the material more approachable. It is exactly the opposite with Professor Mathevet: things I already knew from previous courses, he managed to explain in such obscuring ways, that I was left with more doubts and more confusion than before I took his course. His classes were simply sessions on demolition of my sense of self-worth, until I found out I could actually understand from the

Mas-Colell book what in class seemed extremely hard. Then I stopped attending the classes and studied the book instead.

Response: It would have been useful to explain the strategy behind presenting some topics in a sequence that differed from the one adopted by the textbook (Mas-Colell, Whinston & Green 1995) – I refer especially to chapters 2 and 3

Response: More intuitions and more organized and clearer power point may help.

Response: The problem sets hardly included any excercisesthat were more "applied". This made it hard to understand difficult concepts studied in class. Problem sets were so long that it was sometimes infeasible to understand every proof (exercise) fully. Some more easier and applied question would help, i.e. questions similar to the ones we were given in the final exam.

Response: I think this course needs to give students a lot of insight, and perhaps more examples as well, even though the course is already extremely dense. The problem sets could also be composed of more practical exercises.

Response: Although the teaching assistants are incredibly kind and encouraging, I believe TA sessions would greatly benefit from not calling students to the board. This would reduce unnecessary stress for students and leave more time for instructors to go trough the material.

Response: See above

Response: As with all courses in Block 1, there was too much to cover in too little time. This made it extremely hard to engage meaningfully with the course. However, Even More so than other modules, I felt there was a huge gap between the material the lecturer (had time to) convey and what we were expecting to master. The problem sets again were at a level to challenge even the more well prepared students in class, and not to facilitate the learning of students who had not seen material this Advanced before. A more graduated approach would have been helpful. For example, instead of having lots of questions on non convex preferences, I would have benefited from questions with more standard set ups, before moving to the corner solution cases. The jump was too much for me, meaning I found it hard to concentrate on core concepts. As the problem sets counted to the grades it was hard to say I'll forgoe points on a question on lexicography preferences to instead make sure I fully understand duality for example. I also found the format of students being asked to the board to be stressful and for me it had the effect of stereotype threat. I belief that students are keen to learn and should not be forced to do this to prove. Actually attendance worsened. Students are not teachers so it was hard to learn from classmates writing on the board.

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

Response: The course should be taught in a much better and clearer way

Response: I feel like students could benefit from some practical training before facing a (relatively complicated) problem set, which in the end counts for the final grade.

Response: In general the preparation of the PS are very time-intensive. To me that they only count 20% of the grade does not really reflect the effort..

Response: One of the worst courses I have ever suffered in my life.

Response: The slides are not reader-friendly or useful to study.

Course content

Q26. Was the sequence and structure of the course clear?		
5 Very much	10	27.78%
4 Considerably	9	25.00%
3 Average	10	27.78%
2 Not very much	3	8.33%
1 Not at all	2	5.56%
NA / No answer	2	5.56%

Q27. How much overlap was there between this seminar/course and a previous one you took in your previous MA programme?		
5 Almost identical	7	19.44%
4 Considerably	15	41.67%
3 Not very much	11	30.56%
2 Not at all	1	2.78%
1 I do not have an MA degree prior to EUI	1	2.78%
NA / No Answer	1	2.78%

Q28. Course content: additional comments:

Response: Not in economics

Response: This course was at a far higher level. I do not feel I had the prerequisite skills, or the time to fill the gaps. I also believe that the people who managed had actually already covered this exact material previously. This makes me question the pedagogical value that these courses add, if the only people who can manage them are those who have seen it all before....

Written Notes and References

Q29. Were slide/lecture notes provided to you?		
Yes	35	97.22%
No	0	0.00%
NA / No Answer	1	2.78%

Q30. Were the slide/lecture notes clear?		
5 Very much	5	13.89%
4 Considerably	8	22.22%
3 Average	11	30.56%
2 Not very much	10	27.78%
1 Not at all	1	2.78%
NA / No answer	1	2.78%

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

5	Very much	3	8.33%
4	Considerably	5	13.89%
3	Average	12	33.33%
2	Not very much	11	30.56%
1	Not at all	4	11.11%
	NA / No answer	1	2.78%

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

5	Very much	17	47.22%
4	Considerably	9	25.00%
3	Average	6	16.67%
2	Not very much	2	5.56%
1	Not at all	1	2.78%
	NA / No answer	1	2.78%

Q33. Did the professor provide references to other sources for deepening your understanding (e.g. textbooks, related articles, supplemental material)?

Yes	34	94.44%
No	1	2.78%
NA / No Answer	1	2.78%

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

5	Very much	11	30.56%
4	Considerably	15	41.67%
3	Average	6	16.67%
2	Not very much	2	5.56%
1	Not at all	0	0.00%
	NA / No answer	2	5.56%

Q35. Written notes and references: additional comments:

Response: It could have been better to have the slide sets in advance so that one could have read and attended the lecture.

Response: without the book Mas-Collel, Whinston, Green - Microeconomic Theory the course would have been impossible to follow

Title: Microeconomics 1
By: Prof. Laurent MATHEVET Laurent Mathevet

Problem Sets

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

5	Very much	14	38.89%
4	Considerably	9	25.00%
3	Average	4	11.11%
2	Not very much	8	22.22%
1	Not at all	0	0.00%
	NA / No answer	1	2.78%

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

5	Very much	11	30.56%
4	Considerably	10	27.78%
3	Average	7	19.44%
2	Not very much	6	16.67%
1	Not at all	1	2.78%
	NA / No answer	1	2.78%

Q38. Was the material/references provided by the lecturer sufficient to solve the problem sets?

5	Very much	4	11%
4	Considerably	7	19%
3	Average	13	36%
2	Not very much	7	19%
1	Not at all	4	11%
	NA / No answer	1	3%

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

5	Too easy	0	0%
4	Easy	0	0%
3	Neither easy nor hard	3	8%
2	Hard	24	67%
1	Too hard	8	22%
	NA / No answer	1	3%

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

1	Not very time consuming	1	3%
2	About average	6	17%
3	Too time consuming	28	78%
	NA / No answer	1	3%

Q41. Problem sets: additional comments:

Response: Too long problem setsa

Response: Some problem sets were only proofs, not very much connected to the exam content

Response: Please, change the problem sets in order to represent better what we are going to face in the exam (I think that Econometrics 1 is a good example of this practice).

Response: The problemsets for Microeconomics were by far the most time consuming. I'm a bit torn between about average and too time consuming because it heavily depended on the questions. Some individual questions took nearly a day to finish

Response: Some proofs in the problem sets were ridiculously hard, which at some point was just incredibly time consuming while at the same time providing no further insights into the core concepts of the class.

Response: I think that I spent more time on problem sets than studying or going to class

Response: PSs were very time consuming 2-3 day per week, if one wanted to understand concepts.

Response: I think the designing of the Problem Sets can improve. Sometimes I felt we were assigned just a random exercise from mas colell whose purpose I couldn't understand very clear.

Response: I know proofs are important, but sometimes doing tens of them in one problem set was a bit too much.

Response: I spent far more time on this causing me to neglect the others.

T.A. Sessions

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

5	Very much	5	13.89%
4	Considerably	5	13.89%
3	Average	11	30.56%
2	Not very much	9	25.00%
1	Not at all	5	13.89%
	NA / No answer	0	0.00%

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

Response: Both was nice.

Response: Both TA's were equally competent in what they were doing

Response: Both are very nice and approachable.

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

5	Very much	11	30.56%
4	Considerably	11	30.56%
3	Average	8	22.22%
2	Not very much	4	11.11%
1	Not at all	0	0.00%
	NA / No answer	2	5.56%

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

Response: Both TA's were equally competent in what they were doing

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

5	Very much	16	44.44%
4	Considerably	11	30.56%
3	Average	5	13.89%
2	Not very much	2	5.56%
1	Not at all	0	0.00%
	NA / No answer	2	5.56%

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

Response: Both TA's were equally competent in what they were doing

Response: They did as well as possible given time constraints.

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

5	Very much	6	16.67%
4	Considerably	14	38.89%
3	Average	4	11.11%
2	Not very much	7	19.44%
1	Not at all	3	8.33%
	NA / No answer	2	5.56%

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

Response: The two teaching assistants were always available to answer our questions and were extremely benevolent. It helped me a lot to approach the course and the exam more serenely!

Response: See previous comments on format of classes.

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

Title: Microeconomics 1
By: Prof. Laurent MATHEVET Laurent Mathevet

5	Very much	15	41.67%
4	Considerably	13	36.11%
3	Average	6	16.67%
2	Not very much	1	2.78%
1	Not at all	0	0.00%
	NA / No answer	1	2.78%

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

Response: The TA sessions were not helpful in understanding concepts. First, a little summary of the core concepts covered in class should be made (like in Math). Reading the solutions was as helpful as the TA sessions. This is more of a problem of the problem sets themselves than Miguel's/Greg' s fault. The little presentation we had to do in class was useless as people just wrote their solutions on the board, which implied even less explanation than from the TAs.

Response: The TAs, both Miguel and Greg, were great. They were very helpful and available. They worked hard to help us understand the material. I didn't like two things regarding the exercises classes: First, I don't see the point of students solving exercises compulsory and at random in the board. I think it does not help us to better understand the material, and we loose to much time. Second, I don't like that only one or two exercise of the problem sets are corrected. I would like to receive feedback from all of them, even if they are not graded.

Response: The two teaching assistants were always available to answer our questions and were extremely benevolent. It helped me a lot to approach the course and the exam more serenely!

General

Q52. What percentage was this of the total average time you spent on courses per week?

Between 0% and 20%	3	8.33%
Between 20% and 40%	7	19.44%
Between 40% and 60%	12	33.33%
Between 60% and 80%	11	30.56%
Between 80% and 100%	1	2.78%
NA / No answer	2	5.56%

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

Between 0% and 20%	0	0.00%
Between 20% and 40%	3	8.33%
Between 40% and 60%	7	19.44%
Between 60% and 80%	13	36.11%
Between 80% and 100%	12	33.33%
NA / No answer	1	2.78%

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

Between 0% and 20%	16	44.44%
Between 20% and 40%	14	38.89%
Between 40% and 60%	3	8.33%
Between 60% and 80%	0	0.00%
Between 80% and 100%	1	2.78%
NA / No answer	2	5.56%

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

I spend between 0% and 20% other things	31	86.11%
I spend between 20% and 40% other things	2	5.56%
I spend between 40% and 60% other things	1	2.78%
I spend between 60% and 80% other things	0	0.00%
I spend between 80% and 100% other things	0	0.00%
NA / No answer	2	5.56%

Q56. Based on your response from the previous question what do you spend this percentage of time doing?

Response: watching other online lectures

Response: reading the book

Response: Right before the exam I wrote revision notes but that was about it

Response: I only did problem sets.

Response: Watching YouTube videos on micro.

Q57. How much of the course material was familiar to you before the course?

5	Most	4	11.11%
4	A lot	10	27.78%
3	A moderate amount	14	38.89%
2	A little	7	19.44%
1	None at all	0	0.00%
	NA / No answer	1	2.78%

Q58. Of the material that was familiar did you manage to deepen your understanding?

5	Very much	5	13.89%
4	Considerably	15	41.67%
3	Average	7	19.44%
2	Not very much	5	13.89%
1	Not at all	3	8.33%
	NA / No answer	1	2.78%

Q59. Additional Comments:

Title: Microeconomics 1
By: Prof. Laurent MATHEVET Laurent Mathevet

Response: Exam disproportionately computational and long.

Response: Writing the texts of the problem sets a bit more precisely would be helpful, specifying for example the set in which parameters live, and a more detailed description of the general framework for some exercises. Same for the exam

Response: I think the TA sessions and problem sets should really be changed. The professor and TAs seemed very motivated to teach us concepts well. Therefore, I think this course could be very interesting if it was coordinated better. I think, the exam questions are a good example of how future problem sets could look like. Moreover, including a true / false section in the PSs (like in metrics) could maybe help to understand concepts.

Q60. Any other remarks:

Response: As there is no survey on the block as a whole, I will add some general comments here. First, the volume of content is too much to absorb meaningfully in this time frame, even if you attend every lecture, every office hour and ask TAs, classmates, etc for extra help, as I have done, with the background I entered into the course with. I am willing and able to work hard, but this was excessive. I took maximum one day off a week and often only Sunday afternoon. It has taken a huge toll on my physical and mental health (weight gain, physical pain, anxiety, loss of self comfidence). But I have tried my best and will see how the results are, and am proud of my efforts. By means of constructive criticism, I feel that there was too big a gap between what I knew and the problem sets. Maybe there could be some worked solutions solving easier problems e.g. non convex preferences would help bridge the gap. I also felt the TAs had too many people looking for their time at the end especially. I also would have appreciated one week at the start with no assignments. This would have helped immensely. Note that it is not possible to move into PAB flats or EUI agency sourced housing more than 3 days before the course begins. There is no buffer for settling in which is hugely challenging. A calm start is important.

I also think if you admit people who have not covered all of this material before at this Advanced a level there should be some kind of preparatory element or engagement of some kind. Group problem sets are also very stressful, especially in the first week.

Seminar Assessment Report

Department of Economics

2023 - 2024 BLOCK 1   ECO-CO-MICRO1

Title:	Microeconomics 1
Instructor(s):	Prof. Laurent MATHEVET
Other Instructor(s):	N/A
Teaching Assistant(s):	Miguel Blanco: Gregory Dannay
Supervising Prof(s):	N/A

Participants: 22   **Responses returned:** 22   **Return rate:** 100%

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

5. Very much	27%	6
4. Considerably	50%	11
3. Average	18%	4
2. Not very much	5%	1
1. Not at all	0%	0
No answer	0%	0
Total		22

Q2. The seminar was well organised and well prepared.

5. Very much	41%	9
4. Considerably	45%	10
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
No answer	0%	0
Total		22

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

5. Very much	41%	9
4. Considerably	45%	10
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
No answer	0%	0
Total		22

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

5. Very much	64%	14
4. Considerably	32%	7
3. Average	0%	0
2. Not very much	5%	1
1. Not at all	0%	0
No answer	0%	0
Total		22

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

5. Very much	36%	8
4. Considerably	45%	10
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	5%	1
No answer	0%	0
Total		22

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

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

It was a good preparation for future micro and macro classes

N/A

N/A

N/A

N/A

N/A

N/A

no

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

20230184|Uncertainty part which we covered extremely fast and I don't see reason why we did.

20230112|The part on uncertainty could, in my eyes, have been omitted, since we rushed through it and the application wasn't clear to me (I skipped this when preparing the exam as well).

20230101|i think it should add more content in GE

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

20230180|Uncertainty should be added back in.

20230126|arrow debreu ?

20230101|uncertainty and time with ge

20230029|general equilibrium with uncertainty and times

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

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

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

20230184|This is probably not possible to introduce, but this course was overloaded with material (like most courses here). We felt that the lecturer had to rush through the lectures and often didn't have time to calmly explain and go through the material. Of course, this is not Professor Mathevet's fault, but the fact that in just over a month we covered several topics that would normally require months of work. I understand that the idea of the 1st year of a doctorate is for students to be exposed to as much as possible, but in the end, it serves no one.

N/A

20230178|May be the time is not enough or the materials are too many, in the later stage, the Professor went through slides very fast.

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

20230136|Maybe in the course it would be nice to see some more applications such that the problem sets are more straight forward to do.

N/A

20230128|Problem sets are really time consuming and most do not really mirror what is asked in the exam. Perhaps it would be good to consider changing slightly the problem sets to include more "practical" exercises that we can actually be able to solve in an exam situation.

N/A

N/A

20230113|There is simply too much content for just one course

N/A

20230101|no

N/A

N/A

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

Prof. Laurent MATHEVET

20230184|Professor Mathevet was supportive and fascinated by what he was lecturing. Sometimes it was hard to keep up with the lecture, but this was due to the sophistication of the material rather than a lack of translation skills. A very likable person. I would recommend for the future.

N/A

20230178|Very good.

N/A

N/A

20230165|Very good teaching. The Professor gives clear explanations and also useful perspective on the content. Very enjoyable and insightful class overall.

N/A

20230153|Well presented, very clear and interesting for a somewhat dry course.

N/A

N/A

N/A

20230142|I am satisfied with the teaching of the professor.

N/A

N/A

20230128|The professor was clear when presenting the course material and discussing questions during class, often trying to go from the theoretical models to the intuition behind them. I also appreciated that the professor tried to go relatively slow when discussing more challenging topics, often going back and repeating the explanation. My suggestion would be to improve the slide decks, as when reading after the class, these may be somewhat confusing and not really helpful when studying.

20230126|Really clear explanations, and the course is well structured!

N/A

20230113|Very well prepared to teach microeconomics

20230112|Although he seems to know that what is covered in Micro 1 tends to be very dry and abstract, he was still pretty engaged and motivated. Sometimes he tended to spend too much time on details and things that seemed simple to me, leaving us more confused in the end.

20230101|he is wonderful professor with strong enthusiasm. he basically explain everything clearly. but i personal think he should add more proofs in the lecture

20230099|Very good

20230029|good

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

Miguel Blanco: Gregory Dannay

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.

20230184|Not applicable.

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

20230113|Yes

20230112|Absolutely.

20230101|i think prof do well in all the aspects mentioned above!

20230099|I agree

N/A

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

20230184|The problems set were absurdly long, difficult and excessively focused on mathematical proofs, which neither appeared on the exam nor were the most important part of the course.

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

20230113|Should have seen more about Producer theory

N/A

20230101|nope

N/A

N/A

Course content (ECO department)

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

5. Very much	64%	14
4. Considerably	32%	7
3. Average	5%	1
2. Not very much	0%	0
1. Not at all	0%	0
Total		22

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

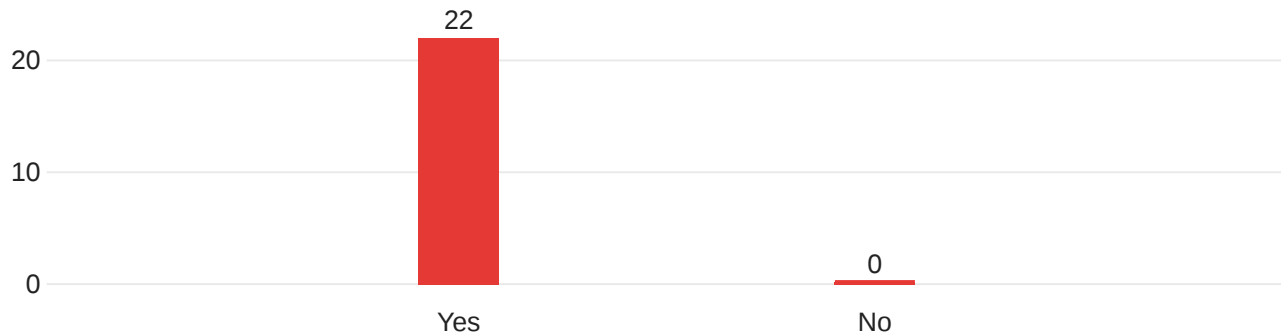|		
5. Almost identical	9%	2
4. Considerably	45%	10
1. I do not have an MA degree prior to EUI	9%	2
3. Not very much	36%	8
2. Not at all	0%	0
Total		22

Q17 - Additional comments:

No data found – your filters may be too exclusive!

Written Notes & references

Q18 - Were slide/lecture notes provided to you?

```
22
20  ┤         ██
    │         ██
10  ┤         ██
    │         ██                    0
 0  ┘         ██                    ──
           Yes                     No
```

Q19 - Were the slide/lecture notes clear?

5. Very much	27%	6
4. Considerably	36%	8
3. Average	27%	6
2. Not very much	9%	2
1. Not at all	0%	0
Total		22

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

5. Very much	23%	5
4. Considerably	18%	4
3. Average	36%	8
2. Not very much	18%	4
1. Not at all	5%	1
Total		22

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

5. Very much	64%	14
4. Considerably	23%	5
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		22

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

22 Responses

0
22

● No ● Yes

Q23 - Were the slides/lecture notes well connected to these complementary sources?

5. Very much	62%	13
4. Considerably	24%	5
3. Average	10%	2
2. Not very much	5%	1
1. Not at all	0%	0
Total		21

Q24 - Additional comments:

Especially for the general equilibrium part it would be nice to get more information which are the relevant chapters of MWG to follow the lecture better.

Sometimes notation differed from the textbook, but no problem

MWG for the win!

Problem sets

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

5. Very much	41%	9
4. Considerably	41%	9
3. Average	9%	2
2. Not very much	9%	2
1. Not at all	0%	0
Total		22

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

5. Very much	14%	3
4. Considerably	23%	5
3. Average	27%	6
2. Not very much	18%	4
1. Not at all	18%	4
Total		22

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

5. Too easy	5%	1
4. Easy	0%	0
3. Neither easy nor difficult	14%	3
2. Hard	45%	10
1. Too hard	36%	8
Total		22

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

Bar chart values:
- Not very time consuming: 0
- About average: 4
- Too time consuming: 18
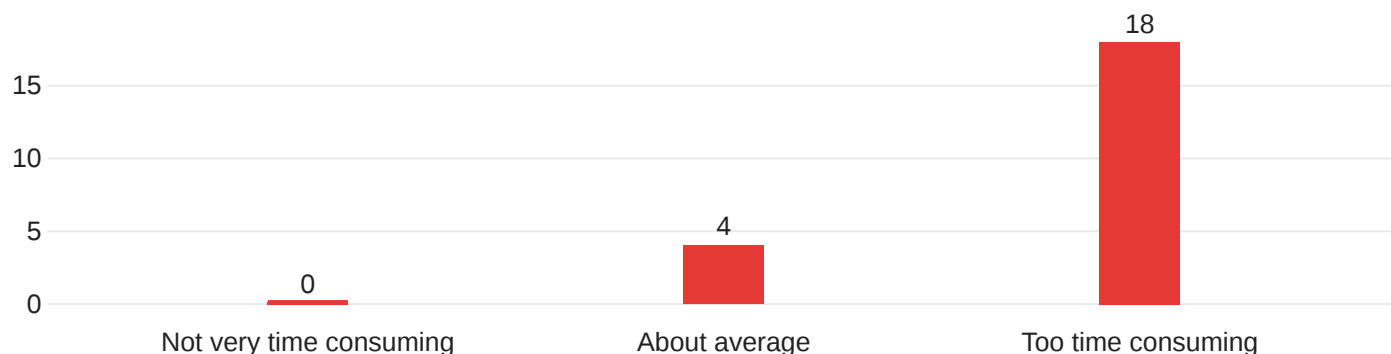
Q30 - Additional comments:

It is completely unclear to me why the problem sets we received were so long and consumed most of our resources in the first block (thus giving us little time for other things).

Some exercises were in my opinion very hard to answer with the topics covered in class.

There were some very algebraic exercises in the problem sets that were VERY time consuming and prone to errors, which was quite frustrating. I also thought solving these exercises didn't improve my understanding at all because it was just heavy calculations. On the other hand, the proofs were too hard to come up with ourselves and the provided solutions were very abstract and hard to understand.

T.A. sessions

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

5. Very much	27%	6
4. Considerably	9%	2
3. Average	41%	9
2. Not very much	18%	4
1. Not at all	5%	1
Total		22

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

I will only write that I preferred Miguel much more than Gregory.

Great job from Gregory. Very good support and availability, very useful feedback in the corrections and great advices to improve. Clear explanations and good interactions during the sessions.

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

5. Very much	27%	6
4. Considerably	23%	5
3. Average	36%	8
2. Not very much	14%	3
1. Not at all	0%	0
Total		22

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

I will only write that I preferred Miguel much more than Gregory.

Of course, they were both open for questions during the lecture but they sticked very much to the solutions. I think it would have been helpful to leave the solutions and specifically discuss tricky parts on the board with additional drawings/ explanations rather than writing everything down.

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

5. Very much	32%	7
4. Considerably	50%	11
3. Average	18%	4
2. Not very much	0%	0
1. Not at all	0%	0
Total		22

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

I will only write that I preferred Miguel much more than Gregory.

Great job from Miguel. Very good support and availability, very useful feedback in the corrections and great advices to improve. Clear explanations and good interactions during the sessions.

They always came back to us if there were open questions, so that was very nice!

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

5. Very much	14%	3
4. Considerably	23%	5
3. Average	27%	6
2. Not very much	32%	7
1. Not at all	5%	1
Total		22

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

I will only write that I preferred Miguel much more than Gregory.

Q39 - Did you feel that the T.A. understood the material sufficiently better than the students?
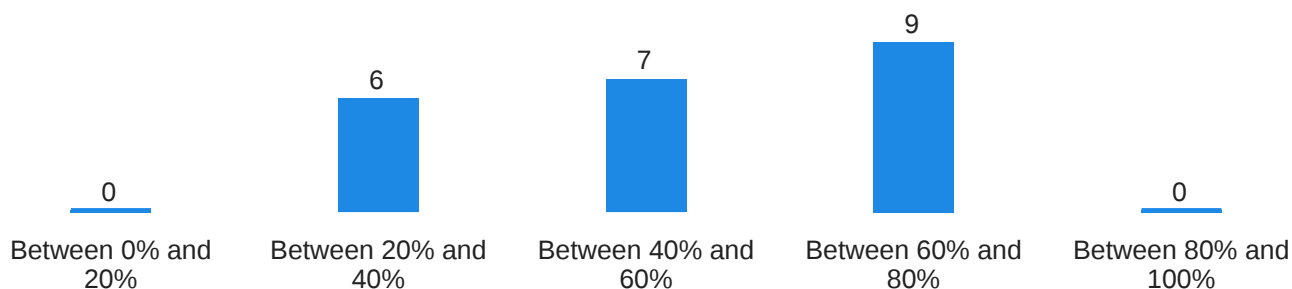
5. Very much	23%	5
4. Considerably	41%	9
3. Average	32%	7
2. Not very much	5%	1
1. Not at all	0%	0
Total		22

Q40 - If the course had more than one teaching assistant, please provide open comments and feedback about the individual teaching assistants here
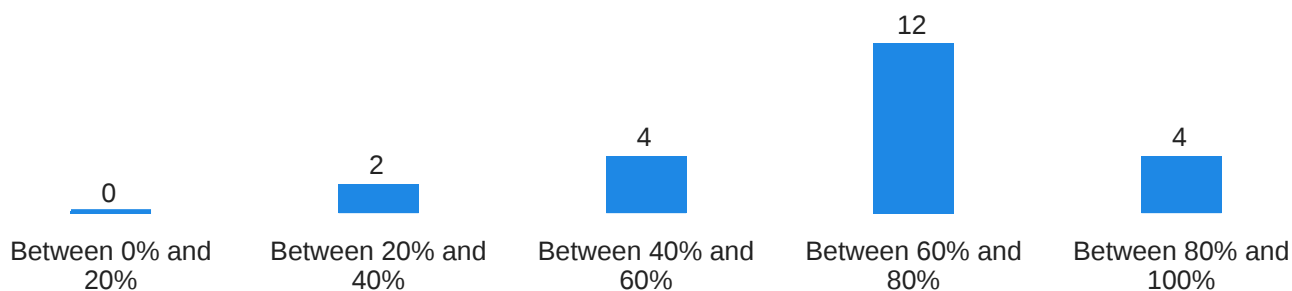
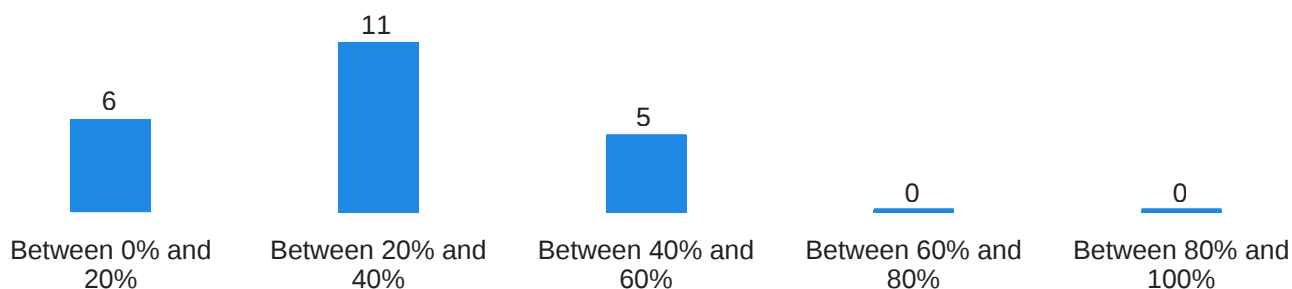I will only write that I preferred Miguel much more than Gregory.

General

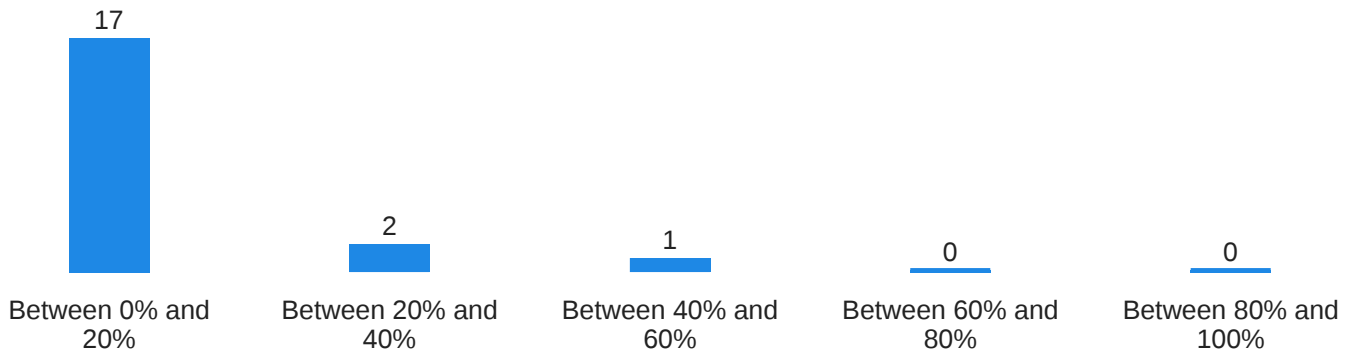Q41 - What percentage was this of the total average time you spent on courses per week?

Between 0% and 20%	Between 20% and 40%	Between 40% and 60%	Between 60% and 80%	Between 80% and 100%
0	6	7	9	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	2	4	12	4

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%
6	11	5	0	0

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

- Between 0% and 20%: 17
- Between 20% and 40%: 2
- Between 40% and 60%: 1
- Between 60% and 80%: 0
- Between 80% and 100%: 0

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

Listening to lectures?

Doing other exercises

Studying the theory

Videos to help me understand the material

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

- 1. None at all
- 2. A little
- 3. A moderate amount
- 4. A lot
- 5. Most

1, 3, 11, 4, 3

Q47 - Of the material that was familiar did you manage to deepen your understanding?

5. Very much	33%	7
4. Considerably	52%	11
3. Average	14%	3
2. Not very much	0%	0
1. Not at all	0%	0
Total		21

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!