Title: **A&S Fall 2017 Standard Evaluation**　　　Dates: **12/04/2017 - 12/14/2017**
Course: **ECONW4850_001_2017_3/Cognitive Mechanisms and Eco**　　Responses**: 8/14 - 57.14%**
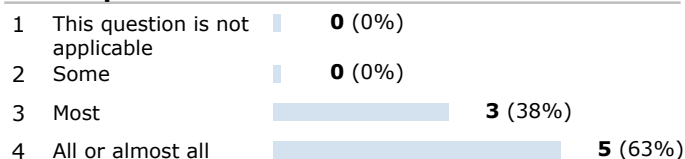Instructors: **Michael Woodford**　　　　　Number of Participants: **14**
　　　　　　　　　　　　　　　　　　　Enrollment of All Students: **15**

Graph Course Questions

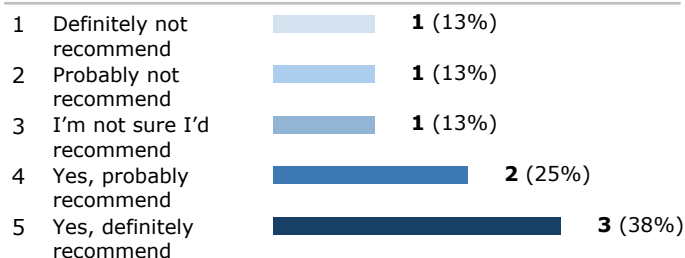**1 What percentage of the work (including reading) assigned for this course did you complete on schedule?**　　N=8

1	This question is not applicable		**0** (0%)
2	Some		**0** (0%)
3	Most		**3** (38%)
4	All or almost all		**5** (63%)

Median **4** Interpolated Median **3.70** Mean **3.63** Std Dev **0.52**

2 What is your overall assessment of the course?　　N=8

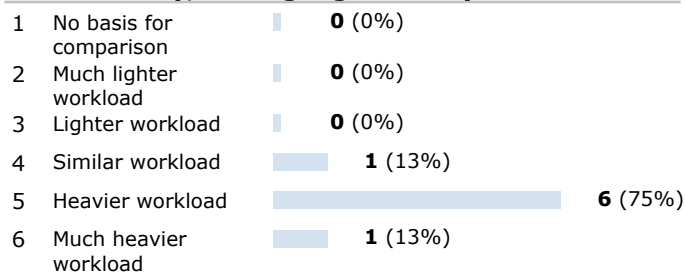|		
1	Poor	**1** (13%)
2	Fair	**1** (13%)
3	Good	**1** (13%)
4	Very good	**2** (25%)
5	Excellent	**3** (38%)
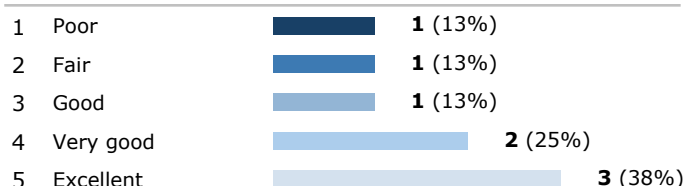
Median **4** Interpolated Median **4.00** Mean **3.63** Std Dev **1.51**

3 Would you recommend this course to another student?　　N=8

1	Definitely not recommend	**1** (13%)
2	Probably not recommend	**1** (13%)
3	I'm not sure I'd recommend	**1** (13%)
4	Yes, probably recommend	**2** (25%)
5	Yes, definitely recommend	**3** (38%)

Median **4** Interpolated Median **4.00** Mean **3.63** Std Dev **1.51**

4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?　　N=8

1	No basis for comparison	**0** (0%)
2	Much lighter workload	**0** (0%)
3	Lighter workload	**0** (0%)
4	Similar workload	**1** (13%)
5	Heavier workload	**6** (75%)
6	Much heavier workload	**1** (13%)

Median **5** Interpolated Median **5.00** Mean **5.00** Std Dev **0.53**

Title: **A&S Fall 2017 Standard Evaluation**   Dates: **12/04/2017** - **12/14/2017**
Course: **ECONW4850_001_2017_3 / Cognitive Mechanisms and Econ**   Responses: **8/14 - 57.14%**

Instructors: **Michael Woodford**

Number of Partcipants: **14**

Enrollment of All Students: **15**

Concise Course Questions

	This question is not	Some	Most	All or almost all	# of Responses	Median IMedian	Mean St.Dev
1 What percentage of the work (including reading) assigned for this course did you complete on schedule?	0 0%	0 0%	3 38%	5 63%	8	4 3.70	3.63 0.52
						4 **3.70**	**3.63** **0.52**

	Poor	Fair	Good	Very good	Excellent	# of Responses	Median IMedian	Mean St.Dev
2 What is your overall assessment of the course?	1 13%	1 13%	1 13%	2 25%	3 38%	8	4 4.00	3.63 1.51
							4 **4.00**	**3.63** **1.51**

	Definitely not recommend	Probably not recommend	I'm not sure I'd	Yes, probably recommend	Yes, definitely recommend	# of Responses	Median IMedian	Mean St.Dev
3 Would you recommend this course to another student?	1 13%	1 13%	1 13%	2 25%	3 38%	8	4 4.00	3.63 1.51
							4 **4.00**	**3.63** **1.51**

	No basis for comparison	Much lighter workload	Lighter workload	Similar workload	Heavier workload	Much heavier workload			# of Responses	Median IMedian	Mean St.Dev
4 How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?	0 0%	0 0%	0 0%	1 13%	6 75%	1 13%			8	5 5.00	5.00 0.53
										5 **5.00**	**5.00** **0.53**

Title: **A&S Fall 2017 Standard Evaluation**

Course: **ECONW4850_001_2017_3 / Cognitive Mechanisms and Econ**

Instructors: **Michael Woodford**

Dates: **12/04/2017 - 12/14/2017**

Responses**: 8/14 - 57.14%**

Enrollment of Registered Students:**14**

Enrollment of All Students:**15**

Comments Course Questions

Q1 What did you learn - in terms of knowledge, skills, or perspectives - in this course?

- Actual human behavior differs greatly from assumed Economic Theory

- signal detection theory, focus illusion, rational inattention and theories of salience or focus weighted valuation.

- Novel economic theory (neuroeconomics): signal detection theory, drift diffusion model, prospect theory, contrast effects, context effects, focusing illusions, salience effects, etc.
  Skills: Bayesian statistics, basic programming (Matlab), economic intuitions
  Perspectives: cognitive illusions, perceptual bias as potentially significant for economic decision

- I learned new thought processes on how people make decisions, and I also learned about many experiments proving these theories.

- Some fundamental principles in neurosciences and behavioral economics. Analyzed most recent findings in the field. Learn how to interpret models both in neuroscience and economics.
  Gave a new understanding of human behavior.

  Learn some advanced econometrics/statistics material (Bayesian models, bivariate distributions, exponential functions).

  Participated and analyzed experiments in the behavioral research lab at Columbia.

- a different kind of thinking about the normal things

Q2 What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.

- This course is awesome, it requires comprehensive understanding of micro and macroeconomics, advanced statistics and basic neuroscience knowledge. The lectures are well structured and it helped us gradually understand concepts and theories. The problem sets and exams are challenging but TAs are very responsible and helped us about with math and statistics problems.

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Enrollment of Registered Students:**14**

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Comments Course Questions

- A challenging yet very organized course. The strength: due to the selective pool of students taking this course, it's very engaging and TAs are among the most helpful I've seen at Columbia. The topics are interesting and combine with other academic disciplines (psychology in particular); the experiments are well-organized. The readings are difficult, but professor goes over the main ideas thoughtfully in class. The greatest strength is the theme of this class, which is thought-provoking.
  Potential areas for improvement: One of a kind, so possibly no need.

- The class covers interesting material, but spends far too much time focusing on simply recounting previous experiments in the field and on repeated, often useless comparisons between optical illusions and the models being studied. The course needs more of a focus on the mathematics of the models themselves, including the logical reasoning behind them and some time devoted to working through examples of these models mathematically (why not spend time otherwise spent just recounting the data of past experiments instead on applying the formulas to the data acquired in these experiments to understand how the experiments found there results, which could be applied much more universally than just knowing what they asked and how they phrased it)

- The material should have a more clear direction and development. The amount of information provided was really immense. However, it felt like it was dispersed and didn't always have connecting points.
  I wish that there would have been more emphasis on economic applications of the neuroscience models from the first half of the semester.

  Sometimes too theoretical - mathematical models would sometimes be an obstacle to receive the main ideas behind.

  Homework would be oftentimes confusing - especially since there was no textbook or similar source to study from, one had to trust only the lecture notes and research papers.

- great and inspire me to think more

- Improvements: We go through many of the topics and concepts without walking through examples of how to apply them. This made the problem sets and exams very difficult because there was not enough practice problems to work off of. In lectures we would just go through powerpoints and we did not go through any examples of practice questions so this made it more tedious and more difficult to understand the material.

Q3 **Please qualify your recommendations if you wish:**

- you should be equipped with some basic math knowledge

- This course is for students who wish to go deeper in economics (PhD, or research) only.

Comments Course Questions

Q4 **How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.)**

- 6

- class time: 150min

    Recitation: 2hrs

    problem sets: 3-6hrs on average

- 8-9

- 8-10

- 12

- Many many hours spent on each problem set.

- 14

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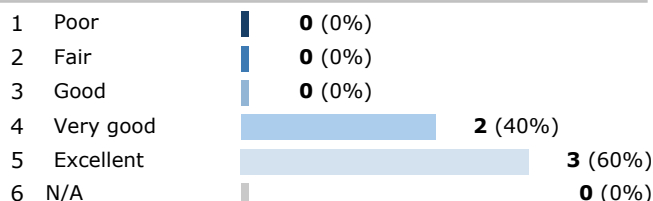
Instructors: **Michael Woodford**

Number of Participants: **14**

Enrollment of All Students: **15**

TA Graph Report for: **Silvio Ravaioli**

1	**What is your overall assessment of the effectiveness of the teaching assistant?**		**N=5**
1	Poor		**0** (0%)
2	Fair		**0** (0%)
3	Good		**0** (0%)
4	Very good		**2** (40%)
5	Excellent		**3** (60%)
6	N/A		**0** (0%)

Median **5**　Interpolated Median **4.67**　Mean **4.60**　Std Dev **0.55**

Title: **A&S Fall 2017 Standard Evaluation**
Course: **ECONW4850_001_2017_3 / Cognitive Mechanisms and Econ**
Instructors: **Michael Woodford**

Dates: **12/04/2017** - **12/14/2017**
Responses: **8/14 - 57.14%**

Number of Participants: **14**
Enrollment of All Students: **15**

TA Concise Report for: **Silvio Ravaioli**

		Poor	Fair	Good	Very good	Excellent	N/A		# of Responses	Median lMedian	Mean St.Dev
1	What is your overall assessment of the effectiveness of the teaching assistant?	0 0%	0 0%	0 0%	2 40%	3 60%	0 0%		5	5 4.67	4.60 0.55

									5	**4.67**	**4.60** **0.55**

Title: **A&S Fall 2017 Standard Evaluation**

Course: **ECONW4850_001_2017_3 / Cognitive Mechanisms and Econ**

Instructors: **Michael Woodford**

Dates: **12/04/2017 - 12/14/2017**

Responses**: 8/14 - 57.14%**

Enrollment of Registered Students:**14**

Enrollment of All Students:**15**

TA Comments Report for: **Silvio Ravaioli**

Q1 **What are the strengths and weaknesses of your teaching assistant (discussion section leader, lab section leader, grader, or other assistant) as an instructor, and how might his or her teaching be improved?**

- Strength: very patient, responsible for experiments, very responsive on Piazza and other communications
Weakness: None

- Silvio is very patient and kind. I enjoyed his recitation very much and it helped me to understand lectures better.

- Great TA - always approachable, responsive and helpful. Motivated and interested in the material, puts a lot of effort in answering all the questions and providing more information than expected.