Teaching Statment

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Throughout the last six years of my PhD, one of the most rewarding through-lines was learning how to most effectively teach economics and engage students in the economic thought process. As an undergraduate student, my best economics professors were those who fostered their students' curiosity and created an environment where students actively engaged with the course materials. From my experiences as a student and my academic interests in the science of pedagogy, I sought to create the same environment for my students as both an instructor and a teaching assistant.

My central teaching philosophy is to stimulate students' natural curiosity about a subject to motivate deep learning of the topic thereafter. Besides being motivated by my experience as a student, this philosophy also has scientific support. Neuroscientists have shown that stimulating someone's curiosity triggers the brain's reward system, which helps the individual engage in deep learning[1]. Recent studies in educational economics show success in this philosophy in K-12 learning[2], and the above neuroscience literature suggests a similar philosophy can be successful for students in higher education as well. In addition, I am a strong proponent of experiential learning whenever possible. Economic concepts can often be abstract and inaccessible. I overcome these barriers by engaging students with connections to their own experiences as well as other academic disciplines.

My first experience designing and instructing a course was Introduction to Statistics in the summer of 2021. Most students enter a Statistics class with a misconception that the topic is dry or uninteresting. Because of this, stimulating curiosity and using experiential learning were vital in engaging students and inspiring deep learning. An additional challenge was that the course was instructed online over Zoom, which can often make students feel mentally distanced from the course as well. To engage students from the beginning, I had students fill out a brief questionnaire. This questionnaire asked various questions about the student's interests, beliefs about statistics, and life experiences. In addition, I presented them with choices from popular behavioral economics paradigms (for example, Tversky and Kahneman's Jacket and Calculator problem). Throughout the course, I would use (anonymous) data from this survey to inform practice exercises. For example, when studying hypothesis testing I was able to have students test the hypothesis that the framing in Tversky and Kahneman's Jacket and Calculator problem had an effect on their answers. In studying regression analysis, we performed regressions where the response variable was the student's aversion to statistics on a 0 to 100 scale. I believe these exercises were extremely helpful in keeping students engaged with the topics and produced a more fruitful learning experience as a result.

[1]Gruber MJ, Gelman BD, Ranganath C. States of curiosity modulate hippocampus-dependent learning via the dopaminergic circuit. Neuron. 2014 Oct 22;84(2):486-96. doi: 10.1016/j.neuron.2014.08.060. Epub 2014 Oct 2. PMID: 25284006; PMCID: PMC4252494.

[2]Alan S, Mumcu I. Nurturing Childhood Curiosity to Enhance Learning: Evidence from a Randomized Pedagogical Intervention. 2022 October 15.

My second experience in instructing a course was in Intermediate Microeconomics in the summer of 2022. This course is typically viewed as one of the more challenging courses in the undergraduate economics program. This perception largely stems from the degree of abstraction that is present in such a course and the course's quantitative requirements. Thus, at every step, I sought to bring the course's abstract concepts to life. A key example of this was during the last week of the course, which focused on game theory. To pique the students' curiosity, I had them play a series of live classroom experiments against one another (for example, various prisoner's dilemmas, coordination games, and the centipede game). After having them experience the games firsthand, I then derived the theoretical predictions of best-response and Nash equilibrium in the games analytically. We then compared these results to the results of their experiment, and either discussed possible reasons for any deviations or appreciated the predictive power of the theory. For this course, I also utilized two forms of instruction. Most classes would begin with a more classic presentation of slides about the course's content, introducing definitions and theoretical concepts. The second half of each class would then go to the whiteboard, where the students and I would put those concepts to work solving various problems. By doing so, I fostered a back-and-forth relationship between the abstract content of the course and the practical implementations of this content, which I believe helped the students have a deeper understanding of the course materials.

In addition to instructing and designing the two courses above, I have also served as a teaching assistant for two statistics courses and three microeconomics courses. My main responsibility as a teaching assistant was to lead recitation lectures and to aid students in grasping the concepts taught in their main lectures. In these lectures, I created additional practice problems for students to work on, in addition to their required homework problems. We then went through these problems step-by-step together. I also helped students by presenting lecture content from a different angle than that provided by the instructor. For example in intermediate microeconomics, I spent an entire recitation going through the intuition behind the Slutsky decomposition in consumer theory, to assist students in understanding the calculus-heavy approach taken in their lectures.

In all of the settings above, I also took pride in my accessibility and communication with students. I fostered an environment where students felt comfortable speaking up if they did not understand a concept, and could approach me during office hours, after class, or via e-mail if they need additional help with the content.

I would feel comfortable teaching any course at the undergraduate or master's level. I would also be comfortable teaching PhD-level microeconomic theory and experimental/behavioral economics. At the undergraduate and master's levels, I would be particularly excited to teach any course in microeconomic theory and application, econometrics, statistics, and experimental/behavioral economics.

Intermediate Microeconomics (Econ UA-10)

Summer Session I 2022

Instructor:	Eric Spurlino (spurlino@nyu.edu)	**Lecture:** MTWR 9.00-10.30
Grader:	Mina Kim (mina.kim@nyu.edu)	Silver Center Room 101A
Office Hours:	Eric: MT 4–5, 19 W 4th St, Room 620	

The course comprises six units, with roughly one each week:

1. Preferences and Utility
2. Consumer Choice and Demand
3. The Market
4. The Firm
5. Choices Over Risk and Time
6. Strategic Interaction

Lecture notes (in the form of slides) for each week will be uploaded to Brightspace before the Monday of that week, with adjustments made as appropriate. The lecture notes should be seen as guides to the course, to be filled in with more detail by yourself through attending lecture. Current department guidelines are to not have "in-person" designated courses be offered as "hybrid", and therefore lectures will not be recorded, and in person attendance is highly recommended!

My office hours will be accessible via both in person and over Zoom. If you cannot make official hours (noted above), please email me for an alternative time.

There are two aspects of the course that will contribute to the overall grade.

- There will be a series of 6 problem sets, one for each week. These problem sets will together account for 40% of the grade. For each student, the lowest individual homework score will be dropped and not count toward the grade. Each week's homework will be available online starting on the Monday of that week, and will be due by the start of lecture on the following Monday. Homework must be submitted online on Brightspace by this time, in PDF format only. You can work on homework in groups, but each student must turn in their own copy.
- There will be two equally weighted exams which will be in person and in class. Together, the exams will account for 60% of the grade. The first exam covers Weeks 1-3, and the second exam covers weeks 4-6 (i.e. it is not cumulative). You must complete both exams. If you have to miss an exam, please email me in advance so we can schedule a prompt (in-person) make-up exam.

Course grades will be determined using the scale above. Letter grades will not be given for anyone component, but point grades will be given for each. These points are then weighted by the scheme given above. Once your final course score (out of 100) is determined, we will use the class distribution of scores to determine how these translate to letter grades. The economics department guidelines for class grade distributions are roughly (A: 29%, B: 40%, C: 22%, D: 5%, F: 4%), where, for example, B refers to B+,B, and B-). Note that this is a rough guideline, and not at all a strict curve. I will commit to doing no worse than the department grade distribution. For example, if your course score is in the top 29% of the class, you are guaranteed to do no worse than a A-.

In addition to the Lecture Notes, I would recommend (although do not require) using any edition of *Intermediate Microeconomics* by Hal Varian. I will denote corresponding Varian (9th edition) chapters in the lecture guide attached, but encourage you to get whatever version you find cheapest, and you can contact me about finding the corresponding chapters in that edition.

Week 1: Preferences and Utility (Varian 2-4)

1. Monday May 23: Introduction, Preferences and Choice
2. Tuesday May 24: Utility Functions
3. Wednesday May 25: Budget Sets
4. Thursday May 26: Optimization

Week 2: From Primitives to Observables (Varian 5-6, 8)

5. Monday May 30: Memorial Day, NO CLASS
6. Tuesday May 31: Utility Maximization
7. Wednesday June 1: Demand and Choice I
8. Thursday June 2: Demand and Choice I

Week 3: Into the Market (Varian 7, 32)

9. Monday June 6: Revealed Preference
10. Tuesday June 7: The Edgeworth Box
11. Wednesday June 8: Exchange Equilibrium and Pareto Optimality
12. Thursday June 9: Computing Equilibrium

Week 4: Exam 1 and The Firm (Varian 19-20)

13. Monday June 13: The Firm 1
14. Tuesday June 14: The Firm II and Review
15. Wednesday June 15: Exam 1
16. Thursday June 16: NO CLASS

Week 5: Enriching the Choice Space–Time and Risk (Varian 10, 12, 13)

17. Monday June 20: Juneteenth, NO CLASS
18. Tuesday June 21: Lotteries
19. Wednesday June 22: Expected Utility Risk Aversion
20. Thursday June 23: Choice over Time

Week 6: Strategy (Varian 28-29, 38)

21. Monday June 27: Insurance and Adverse Selection
22. Tuesday June 28: Oligopoly Behavior
23. Wednesday June 29: Games I
24. Thursday June 30: Games II

Week 7: Exam 2

25. Monday July 4: Independence Day, NO CLASS
26. Tuesday July 5: Review
27. Wednesday July 6: Exam 2

Intermediate Microeconomics UA10
Exam 1 Summer 2022
Wednesday June 15th

Name: _____

You have 90 minutes to complete the exam. You are allowed a calculator, but the exam is closed book/closed note. Points in parentheses add up to 90, the total number of points on the exam. Hence you should pace yourself at roughly 1 minute per point. Write all answers in your blue book unless otherwise indicated (Question 4). Put your name on both your blue book and on this document, and turn both in when you are done with the exam.

1. (25 points) **Costco Versus The Bodega**: For all parts of this problem, x_1 is food bought (in pounds) from your local bodega and x_2 is food bought (in pounds) from Costco.

   (a) (5 points) Suppose that food costs \$10 a pound at your local bodega, while it only costs \$5 a pound at Costco. However, you need a membership to shop at Costco, which costs \$20. Draw your budget set under the case that you have \$120 total to spend on food. Please draw x_1 on the horizontal axis and x_2 on the vertical axis.

   (b) (5 points) Now suppose you figure out your friend has a Costco membership, so you know longer need to pay \$20 to shop at Costco. However, your friend charges you a fee of \$1 per pound of food[1] you buy at Costco, to help pay for gas. Draw this new budget set, with x_1 on the horizontal axis and x_2 on the vertical axis.

   (c) (5 points) For the remainder of this question, use the budget set found in part (b). Suppose your utility of x_1 and x_2 is given by

   $$u(x_1, x_2) = x_1 x_2^3 + 5$$

   Show that there is an equivalent utility function that is Cobb-Douglas (i.e. $v(x_1, x_2) = \alpha \ln x_1 + (1-\alpha) \ln x_2$ for some α between 0 and 1). Write this equivalent utility function.

   (d) (10 points) Suppose your budget set is the budget set described in part (b) and your utility function is that given in part (c)[2], what amount of x_1 and x_2 will you purchase? (You can use any appropriate method to do this, just make sure to explain your reasoning).

2. (20 points) **Concerts with Friends**: For both parts of this question, suppose your friends are deciding which concert to go to in NYC this week. The available concerts are The Strokes (S), Pusha T (P) and Olivia Rodrigo (O). You ask your friends about their (weak) preferences between the concerts, and get the following information:

[1] Note this applies to fractional pounds as well. E.g. if you buy 1.5 pounds of food at Costco, you pay your friend \$1.50 for gas

[2] Since they are equivalent, you may use either $u(x_1, x_2)$ as given or the equivalent Cobb-Douglas form found in your answer to part (c)

Victoria says:	$S \succsim P$, $P \succsim O$, and $S \succsim O$
Jake says:	$O \succsim S$, $P \succsim O$, and $P \succsim S$
Audrey says:	$S \succsim O$, $P \succsim S$, and $O \succsim S$
Keshav says:	$S \succsim P$, $O \succsim S$, and $O \succsim P$

(a) (5 points) Define what it means for preferences to be complete and what it means for preferences to be transitive.

(b) (8 points) Which friends have complete preferences? Which friends have transitive preferences? Make sure to briefly explain your reasoning.

(c) (7 points) Suppose you decide that any friend who doesn't have complete and transitive preferences gets no say in the group's decision (ignore them). You decide to hold a vote, to figure out which options the group overall prefers. Define $x \succsim^G y$ to be "At least as many friends said $x \succsim y$ as $y \succsim x$" (i.e. they vote). Is $\succsim^G$ complete? Transitive? Explain your reasoning.

3. (15 points) **Revealed Preferences**: For each of the three parts below, suppose x^1, x^2, and x^3 are 3 bundles of goods, bought at price vectors p^1, p^2, and p^3, with income $m = 100$ at each. For each affordability matrix[3], answer (i) Is WARP satisfied?, (ii) Is SARP satisfied? and (iii) Does there exist monotonic utility functions rationalizing these preferences? Explain your answers for each part.

(a) (5 points)

	x^1	x^2	x^3
p^1	100	130	90
p^2	120	100	120
p^3	90	110	100

(b) (5 points)

	x^1	x^2	x^3
p^1	100	120	110
p^2	110	100	120
p^3	120	110	100

(c) (5 points)

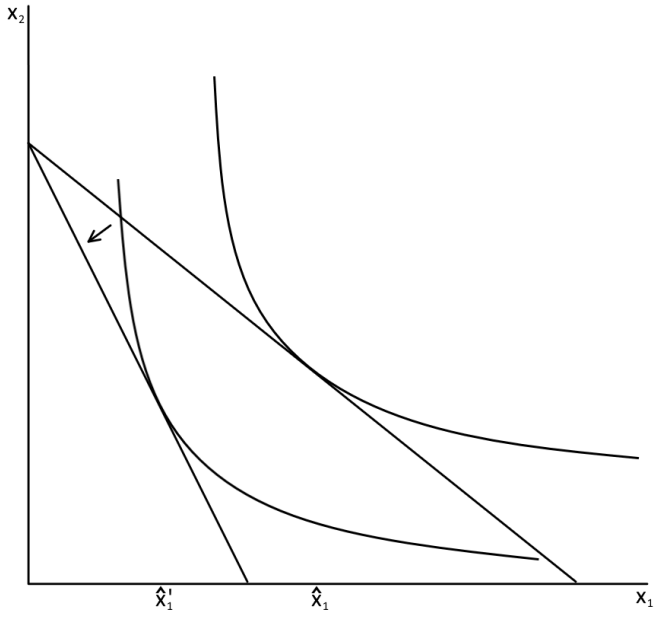
	x^1	x^2	x^3
p^1	100	90	110
p^2	110	100	90
p^3	90	110	100

4. (10 points) **Slutsky Decomposition**: Below are two graphs illustrating a change in the price of good 1 (p_1) and the resulting change in demand for good 1 (from $\hat{x_1}$ to $\hat{x_1}'$). On each graph (**draw directly on the graphs printed below**), decompose

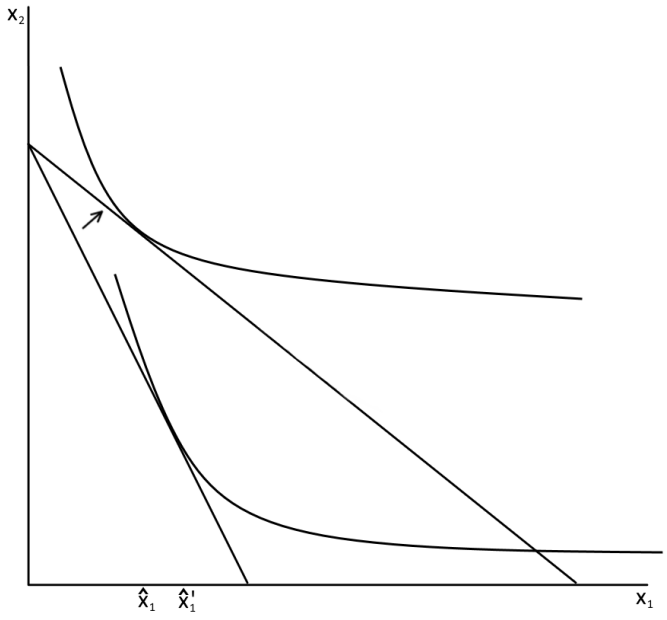
[3]You should think of each part being completely independent of the others, these are three separate and unrelated affordability matrices

the change in demand into the substitution effect and the income effect. Draw the budget line corresponding to the substitution effect, the indifference curve tangent to this budget line, and the demand due to the substitution effect, $\hat{x_1}^S$. Also indicate the size and direction of the substitution effect and the income effect on the horizontal axis, as done in class. Finally, indicate whether x_1 is a drawn as a Normal, Inferior, Giffen, or Ordinary good (all that apply).

(a) (5 points) Below illustrates an increase in the price of x_1



(b) (5 points) Below illustrates a decrease in the price of x_1



5. (20 points) **Trading Silly Putty for Food**: You (we'll call you A) and a friend (we'll call them B) have crashed on a desert island. Luckily, your friend packed 10 pounds of food (this is all that they packed). Unluckily, you only backed 5 pounds of Silly Putty (again, this is all that you packed). Thankfully, your friend really, really likes Silly Putty. Call pounds of food x_1 and pounds of Silly Putty x_2. Suppose the two of you have utility functions:

$$u^A(x_1, x_2) = \frac{3}{5} \ln x_1 + \frac{2}{5} \ln x_2$$

$$u^B(x_1, x_2) = \frac{1}{10} \ln x_1 + \frac{9}{10} \ln x_2$$

   (a) (12 points) Given the above information, what is the equilibrium allocation of food and Silly Putty ($\hat{x}_1^A$, $\hat{x}_2^A$, $\hat{x}_1^B$, $\hat{x}_2^B$)? Be sure to note the equilibrium price of a pound of food p_1^* (you should assume without loss of generality that the price of a pound of silly putty is just $1 - p_1$)

   (b) (8 points) Draw an Edgeworth box with A's origin on the lower left corner and B's origin on the upper right corner (as drawn in class). Draw the endowment point, the optimal allocation point, and sketch the indifference curves for A and B going through this optimal allocation point.

Econ-UA 18: Statistics

2021 Summer Session I

Instructor:	Eric Spurlino	**Time:** MTWR 12:30pm-2pm
TA:	Aleksandra Alferova	**Recitation:** R 3-4:30pm
Zoom Office Hours:	Eric: T 10-11am, R 9-10am	Aleksandra: F 10-11am

Course Description

This is an introductory course in probability and statistics. The goal of the course is to develop a fundamental understanding of statistics, which requires a sufficiently detailed course in probability. Models of probability and statistics are among the most fundamental tools in the Economics toolbox. While an underlying goal of this course is to prepare for future study of Economics, the material will only cover general topics to provide a deeper understanding of all sciences. As statistics is an essential component of scientific language, students will ideally finish the course better-equipped to embrace all forms of scientific literature.

Textbook

Since textbooks are expensive and I won't be following any directly, I recommend two textbooks easily available online for free.

1. *Probability and Statistics* by DeGroot and Schervish, which can be obtained online for free as a PDF (http://bio5495.wustl.edu/Probability/Readings/DeGroot4thEdition.pdf). This book is very long and very comprehensive, and no doubt covers much more than we will be able to cover in this course.

2. *OpenIntro Statistics* available here (https://www.openintro.org/book/os/) for free. This one is less exhaustive than the book above, but written very clearly and with lots of supplemental materials which will aid any studying

Course Structure

Lectures will all be synchronous (live) and take place on Zoom through the course website. Attendance to these is not mandatory, and all lectures will be recorded for later viewing to accommodate those in distant time-zones. While attendance is not mandatory and the courses will be recorded, your attendance is **highly** recommended if possible.

Office Hours

Office hours will be at the times designated in the header. These will also take place virtually, by joining the appropriate Zoom room on the course webpage at the designated times. If you need to schedule additional time to talk by appointment because of timezone difficulties, you can email myself at **spurlino@nyu.edu** or Aleksandra at **aa6549@nyu.edu**.

Grading

There are four components to your grade:

1. Homework (5 total, 4 graded): 33%

2. Exam 1 (Monday, June 14th): 33%

3. Exam 2 (Thursday, July 1st): 33%

Homeworks will be submitted online on the class website, and graded by Aleksandra. Homeworks will be due on Thursdays prior to recitation. Since COVID and virtual learning presents the opportunity for disruptions in one's schedule and ability to complete course assignments, we will drop the lowest grade on any homework. If a problem comes up that prevents you from completing any one homework on time, you can use this policy to have that one missed homework not count against your grade. But remember you can only use this **once** during the session. Since Aleksandra will be going over the homework solutions during her recitation, late homeworks will not be accepted. Collaboration on homeworks is allowed, but each student must upload their own solutions, written by themselves.

Exams will not be multiple choice and be similar to homework in their level of difficulty and type of question. The two exams are assigned equal weight, and the cover only the content covered in the previous 3 weeks. However, the material of this course naturally builds off of itself, so some concepts from the first half will still be relevant for the second exam.

Exams will be open book and take home. You will have a 12 hour window in which you may start your exam, and you will have at least 90 minutes to upload your completed exam once you begin the exam. The exact technology for doing this is not yet determined, but you will be shown specifically how to upload and take the exams prior to the exam date.

Course grades will be determined using the scale above. Letter grades will not be given for anyone component, but point grades will be given for each. These points are then weighted by the scheme given above. Once your final course score (out of 100) is determined, we will use the class distribution of scores to determine how these translate to letter grades. The economics department guidelines for class grade distributions are roughly (A: 29%, B: 40%, C: 22%, D: 5%, F: 4%), where, for example, B refers to B+,B, and B-. Note that this is a **rough** guideline, and not at all a strict curve. I will commit to doing *no worse* than the department grade distribution. For example, if your course score is in the top 69% of the class, you are guaranteed to do no worse than a B-.

Schedule

The first 3 weeks up to the midterm will be focused on the fundamentals of probability theory, leading into the theory of sampling. In the latter 3 weeks we will apply these fundamentals to begin studying the basics of statistical estimation. Further details about specific material and reading will become more clear as we progress.

Week 1: Probability I (Sample spaces, events, set theory, prob. properties, conditional prob.)

Week 2: Probability II (Random variables, distributions, joint dist.), Common Distributions (Discrete)

Week 3: Common Distributions (Discrete and Continuous)

Exam 1: Monday June 14th

Week 4: Inference (Sampling, confidence intervals)

Week 5: Hypothesis Testing

Week 6: Regression, experimental design

Exam 2: Thursday July 1st

Statistics UA18
Exam 2 Summer 2021
Instructor: Eric Spurlino
Thursday July 1st-Saturday July 3rd

1. Suppose you are planning on randomly surveying 100 people in your city.

   (a) Suppose you know that in your city 25% of people are unemployed. You want to get responses from 30 unemployed people. Using a normal distribution, approximate the probability of at least 30 of your survey respondents being unemployed.

   (b) Suppose you run the survey and get exactly 36 unemployed people. Suppose it is known that the true population mean weekly spending of unemployed people in your city is \$500 with a true population standard deviation of \$60. Using a normal distribution, approximate the probability that the average weekly spending of these 36 people is between \$475 and \$525?

   (c) Explain why you were able to approximate parts (a) and (b) using the normal distribution.

2. Suppose we are studying a machine that makes lightbulbs. Suppose we know that the machine makes any given lightbulb successfully/non-broken with probability $\frac{9}{10}$. The machine automatically recycles faulty bulbs, so we only see how many successful bulbs are made in any given hour. Suppose we observe the number of successful/non-broken bulbs in 2 randomly selected 1 hour intervals. Call the number of non-broken bulbs in these two intervals X_1 and X_2, respectively. (HINT: The number of successful bulbs in 1 hours follows a Binomial distribution)

   (a) For what value of the constant c is the following an unbiased estimator for n, the number of bulbs (both broken and non-broken) made by the machine in an hour? Show your work.

   $$\hat{n}_1 = c * (X_1 + X_2)$$

   (b) Show that $\hat{n}_2 = \frac{X_1+X_2}{2}$ is a biased estimator for n, and determine the bias of the estimator.

(c) Show that $\hat{n}_3 = \frac{10}{9} * X_1$ is also unbiased. Which of $\hat{n}_1$ (with the c value you found in part a) and $\hat{n}_3$ is more efficient?

3. We are interested in studying the probability that grocery store shoppers give to charity when there is a donation bin at the entrance to the grocery store. To do this, we will hire research assistants to hide in the bushes and record whether or not a shopper chooses to donate. Assume all shoppers give independently of each other, and observing them constitutes a random sample.

   (a) Suppose there are no good estimates for the proportion of shoppers who will donate. Every hour, 1000 shoppers pass the entrance. How many hours should you have your research assistants sit in the bushes in order to have a 99% confidence interval of the true proportion of shoppers who donate with a length of just 0.02?

   (b) Suppose your research assistants say that your finding from part (a) is way too long, and they will only sit outside for 6 hours, observing 6000 shoppers. They find that 35% of shoppers in their sample choose to donate. What is the 99% confidence interval for the true proportion of shoppers who donate? Give an interpretation for your finding.

   For parts (c) and (d), suppose you are now interested in what happens when you put a man in a Santa costume next to the bin. You run a new 6 hour study (with 6000 shoppers), and 40% of shoppers in this new sample choose to donate.

   (c) What is the 95% confidence interval for the true difference in proportion of shoppers who donate when there is just a bin and when there is a Santa next to the bin? Give an interpretation for your finding.

   (d) Test the hypothesis that the Santa costume did not increase the probability of donating with an alpha level of 0.01. Be sure to state your hypotheses and your conclusions clearly.

4. At the start of the pandemic, you were interested in how much work your coworkers were getting done. To study this, you ran a pilot study where you randomly asked 5 of your coworkers (from a very large company) how many hours of work they got done in the past week.

(a) Suppose the 5 co-workers said they got done 30, 50, 20, 20, and 30 hours of work done in the last week. What is the 95% confidence interval for the true average number of hours worked in the last week at your company? Give an interpretation for your finding.

(b) Pre-pandemic, you know that workers at your company worked on average 40 hours a week. Test the hypothesis that 40 hours were worked on average at your company in the past week with a significance level of 0.1. Be sure to state your hypotheses and your conclusions clearly.

For parts (c) and (d), suppose your company hears of your pilot study and funds a larger study, to have 200 respondents in 2020 and 200 respondents in 2021, all randomly sampled. They inform you that they know the true population standard deviation of hours worked weekly to be exactly 10 for both workers in 2020 and workers in 2021. You find a sample mean of 39 hours worked in 2021, and a sample mean 36 hours worked in 2020.

(c) Using only the information from the new study, what is the 99% confidence interval for the true difference between average weekly hours worked in 2021 and in 2020?

(d) Using only the information from the new study, test the hypothesis that the average weekly hours worked in 2021 was less than or equal to those in 2020, with a significance level of 0.05. Be sure to state your hypotheses and conclusions clearly.

5. Suppose you have the following 5 observation of pairs of X and Y, where X is the number of friends you have at a party, and Y is the number of hours you stay at the party. In addition, assume that all regression assumptions from class hold in this setting.

# of Friends (X)	Hours at Party (Y)
1	1
2	1
3	2
4	5

(a) What would you expect the value of $r_{x,y}$ to be from this data?

(Positive, Negative, Zero). **Do not** calculate the value, just explain your answer via intuition from the numbers above.

(b) What is an additional observation with an X value of 5 ($(X, Y) = (5, Y)$) that would bring the $r^2_{x,y}$ value closer to 0? With this new set of 5 pairs, calculate the new $r^2_{x,y}$ exactly. Give an interpretation for the value of $r_{x,y}$ and $r^2_{x,y}$.

(c) Using the 4 pairs listed above, in addition to the 5th pair you gave in part (b), calculate the least squares regression line, $\hat{y} = \hat{\beta}_0 + \hat{\beta}_1 x$. Interpret your value of $\hat{\beta}_1$.

(d) Suppose the standard error of $\hat{\beta}_1$, $SE(\hat{\beta}_1) = \Delta$. What is the 99% confidence interval for the true value of β_1, in terms of Δ? For what values of Δ would we say the slope is "significant"?

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Summer 2022	Final	ECON-UA 10-001 (2321) - Interm Microeconomics (Lecture)

13 out of 42 students completed the survey.

Survey Response Rate: 31.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.6	13	100.0%	5 - Excellent	9	69.2%
				4 - Good	3	23.1%
				3 - Adequate	1	7.7%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.5	13	100.0%	5 - Strongly Agree	8	61.5%
				4 - Agree	4	30.8%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	4.6	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	3	23.1%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.5	13	100.0%	5 - Strongly Agree	8	61.5%
				4 - Agree	4	30.8%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was effective at helping me learn.	4.6	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	3	23.1%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The classes were informative.	4.6	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	3	23.1%
				3 - Neutral	1	7.7%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was challenging.	4.0	13	100.0%	5 - Strongly Agree	4	30.8%
				4 - Agree	6	46.2%
				3 - Neutral	2	15.4%
				2 - Disagree	1	7.7%
				1 - Strongly Disagree	0	0.0%
The course increased my knowledge of the subject.	4.7	13	100.0%	5 - Strongly Agree	10	76.9%
				4 - Agree	2	15.4%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.8	13	100.0%	5 - Excellent	10	76.9%
				4 - Good	3	23.1%
				3 - Adequate	0	0.0%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.6	13	100.0%	5 - Strongly Agree	8	61.5%
				4 - Agree	5	38.5%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	4.7	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	4	30.8%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was effective at helping me learn.	4.7	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	4	30.8%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor encouraged student participation.	4.6	13	100.0%	5 - Strongly Agree	8	61.5%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				4 - Agree	5	38.5%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was effective at facilitating class discussion.	4.6	13	100.0%	5 - Strongly Agree	8	61.5%
				4 - Agree	5	38.5%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was open to students? questions and multiple points of view.	4.8	13	100.0%	5 - Strongly Agree	10	76.9%
				4 - Agree	3	23.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was accessible to students (e.g., via e-mail and office hours).	4.8	13	100.0%	5 - Strongly Agree	10	76.9%
				4 - Agree	3	23.1%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.7	13	100.0%	5 - Strongly Agree	9	69.2%
				4 - Agree	4	30.8%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the course or the instructor that was effective in helping you learn. If you could suggest one thing to improve the course, what would it be?

- Instructor is very accessible outside of class and very helpful. He also communicates in a very prompt manner. Super patient of addressing students' questions about the course materials.
- very clear teaching
- none
- none
- Responds email real fast
available after course
Teaches things clearly
Great instructor!!
- Excellent office hours
- Clear teaching, and reasonable homework and exam difficulty.
- N/A
- good
- Very good
- they responded quick in both campuswire and email

Describe the one best thing about the course or the instructor that was effective in helping you learn. If you could suggest one thing to improve the course, what would it be?

- Prof Eric?s lecture is very well organized and the material was very easy and good looking
- He is really accessible!!

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Fall 2021	Final	ECON-UA 10-015 (9038) - Interm Microeconomics (Lecture)

13 out of 65 students completed the survey.

Survey Response Rate: 20.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.0	13	100.0%	5 - Excellent	4	30.8%
				4 - Good	7	53.8%
				3 - Adequate	1	7.7%
				2 - Poor	0	0.0%
				1 - Very Poor	1	7.7%
The course objectives were clearly stated.	3.8	13	100.0%	5 - Strongly Agree	3	23.1%
				4 - Agree	7	53.8%
				3 - Neutral	2	15.4%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	1	7.7%
The course was well organized.	4.1	13	100.0%	5 - Strongly Agree	5	38.5%
				4 - Agree	6	46.2%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	1	7.7%
The course was intellectually stimulating.	4.2	13	100.0%	5 - Strongly Agree	6	46.2%
				4 - Agree	6	46.2%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	1	7.7%
The course was effective at helping me learn.	3.6	13	100.0%	5 - Strongly Agree	3	23.1%
				4 - Agree	6	46.2%
				3 - Neutral	1	7.7%
				2 - Disagree	2	15.4%
				1 - Strongly Disagree	1	7.7%
The classes were informative.	3.6	13	100.0%	5 - Strongly Agree	3	23.1%
				4 - Agree	5	38.5%
				3 - Neutral	3	23.1%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	1	7.7%
				1 - Strongly Disagree	1	7.7%
The course was challenging.	4.7	13	100.0%	5 - Strongly Agree	10	76.9%
				4 - Agree	2	15.4%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course increased my knowledge of the subject.	4.5	13	100.0%	5 - Strongly Agree	7	53.8%
				4 - Agree	5	38.5%
				3 - Neutral	1	7.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Recitation Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall, the recitation instructor was effective at helping me learn.	5.0	4	30.8%	5 - Strongly Agree	4	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The recitation was useful for achieving the goals of the course.	5.0	4	30.8%	5 - Strongly Agree	4	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The recitation instructor provided helpful feedback on assignments (e.g., exams, papers, homework, lab reports, etc.).	5.0	4	30.8%	5 - Strongly Agree	4	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The recitation instructor was accessible to students (e.g., via e-mail and office hours).	5.0	4	30.8%	5 - Strongly Agree	4	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
The recitation instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	5.0	4	30.8%	5 - Strongly Agree	4	100.0%
				4 - Agree	0	0.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the recitation section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- Eric was a great help to get me through this course, I would not be able to understand any concept without him explaining it over in the recitation. Very accessible outside of class too. Thank you so much.
- He was very helpful in clarifying the instructor's lectures and making concepts seem simple. However, I'd suggest having recitation in a place where everyone could see the whiteboard.
- Overall, Eric was a fantastic TA this semester. He almost always answered any questions I had through recitation, and the few times that recitation wasn't enough, he was very accessible through email and office hours. Especially towards the end of the course, he created an environment that made it easy for students to ask questions and get the help they needed.
- Eric's recitations were especially helpful due to the practice problems and examples he showed on how to use the material. His teaching was really straightforward in a way that made him easy to understand and approachable.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Summer 2021	Final	ECON-UA 18-001 (2620) - Statistics (P) (Lecture)

6 out of 43 students completed the survey.

Survey Response Rate: 14.0%

Course Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the course.	4.2	6	100.0%	5 - Excellent	2	33.3%
				4 - Good	3	50.0%
				3 - Adequate	1	16.7%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The course objectives were clearly stated.	4.2	6	100.0%	5 - Strongly Agree	3	50.0%
				4 - Agree	1	16.7%
				3 - Neutral	2	33.3%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was well organized.	3.8	6	100.0%	5 - Strongly Agree	1	16.7%
				4 - Agree	3	50.0%
				3 - Neutral	2	33.3%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was intellectually stimulating.	4.3	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	4	66.7%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was effective at helping me learn.	4.5	6	100.0%	5 - Strongly Agree	3	50.0%
				4 - Agree	3	50.0%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The classes were informative.	4.5	6	100.0%	5 - Strongly Agree	3	50.0%
				4 - Agree	3	50.0%
				3 - Neutral	0	0.0%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course was challenging.	4.5	6	100.0%	5 - Strongly Agree	4	66.7%
				4 - Agree	1	16.7%
				3 - Neutral	1	16.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The course increased my knowledge of the subject.	4.2	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	3	50.0%
				3 - Neutral	1	16.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
Overall evaluation of the instructor.	4.0	6	100.0%	5 - Excellent	2	33.3%
				4 - Good	2	33.3%
				3 - Adequate	2	33.3%
				2 - Poor	0	0.0%
				1 - Very Poor	0	0.0%
The instructor provided an environment that was conducive to learning.	4.2	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	3	50.0%
				3 - Neutral	1	16.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor provided helpful feedback on assessed class components (e.g., exams, papers).	3.8	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	1	16.7%
				3 - Neutral	3	50.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was effective at helping me learn.	4.2	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	3	50.0%
				3 - Neutral	1	16.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor encouraged student participation.	4.3	6	100.0%	5 - Strongly Agree	2	33.3%

Question	Average	# of Students Who Answered the Question	Question Response Rate	Answer	# of Responses to the Answer	Answer %
				4 - Agree	4	66.7%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was effective at facilitating class discussion.	3.5	6	100.0%	5 - Strongly Agree	2	33.3%
				4 - Agree	0	0.0%
				3 - Neutral	3	50.0%
				2 - Disagree	1	16.7%
				1 - Strongly Disagree	0	0.0%
The instructor was open to students? questions and multiple points of view.	4.3	6	100.0%	5 - Strongly Agree	4	66.7%
				4 - Agree	0	0.0%
				3 - Neutral	2	33.3%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor was accessible to students (e.g., via e-mail and office hours).	4.7	6	100.0%	5 - Strongly Agree	4	66.7%
				4 - Agree	2	33.3%
				3 - Neutral	0	0.0%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%
The instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.5	6	100.0%	5 - Strongly Agree	4	66.7%
				4 - Agree	1	16.7%
				3 - Neutral	1	16.7%
				2 - Disagree	0	0.0%
				1 - Strongly Disagree	0	0.0%

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Fall 2020	Final	ECON-UA 10-015 (9855) - Interm Microeconomics (Lecture)

3 out of 11 students completed the survey.

Survey Response Rate: 27.3%

Recitation Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Answer	# of Responses to the Answer	Answer %
Overall, the recitation instructor was effective at helping me learn.	5.0	3	5 - Strongly Agree	3	100.0%
			4 - Agree	0	0.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation was useful for achieving the goals of the course.	5.0	3	5 - Strongly Agree	3	100.0%
			4 - Agree	0	0.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor provided helpful feedback on assignments (e.g., exams, papers, homework, lab reports, etc.).	5.0	3	5 - Strongly Agree	3	100.0%
			4 - Agree	0	0.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor was accessible to students (e.g., via e-mail and office hours).	5.0	3	5 - Strongly Agree	3	100.0%
			4 - Agree	0	0.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	5.0	3	5 - Strongly Agree	3	100.0%
			4 - Agree	0	0.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the recitation section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- reviewing material in a new way; none
- The recitation instructor has very detailed class notes and summarizes prof's points well.
- Review of content covered each week and going through of practice problems were extremely helpful.

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Summer 2020	Final	ECON-UA 18-003 (2288) - Statistics (P) (Lecture)

12 out of 35 students completed the survey.

Survey Response Rate: 34.3%

Lab Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Answer	# of Responses to the Answer	Answer %
Overall, the lab instructor was effective at helping me learn.	4.1	12	5 - Strongly Agree	7	58.3%
			4 - Agree	2	16.7%
			3 - Neutral	0	0.0%
			2 - Disagree	3	25.0%
			1 - Strongly Disagree	0	0.0%
The lab was useful for achieving the goals of the course.	4.1	12	5 - Strongly Agree	7	58.3%
			4 - Agree	2	16.7%
			3 - Neutral	1	8.3%
			2 - Disagree	1	8.3%
			1 - Strongly Disagree	1	8.3%
The lab instructor provided helpful feedback on assignments.	4.6	12	5 - Strongly Agree	8	66.7%
			4 - Agree	3	25.0%
			3 - Neutral	1	8.3%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The lab instructor was accessible to students (e.g., via e-mail and office hours).	4.3	12	5 - Strongly Agree	7	58.3%
			4 - Agree	2	16.7%
			3 - Neutral	3	25.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The lab instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.2	12	5 - Strongly Agree	6	50.0%
			4 - Agree	3	25.0%
			3 - Neutral	2	16.7%
			2 - Disagree	1	8.3%
			1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the lab section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- explaining things clearly
- I felt like at times he would just rush through all the homework and problems and I was more focused on making sure that I had all the notes instead of making sure that I was understanding what he was saying. for the future it would be nice If he could just slow down and make sure that we clearly understood everything
- The instructor is very helpful
- Eric was super accessible.
- Went over homework answers in depth. I would suggest more practice problems related to the exam.
- very clear and informative

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Fall 2019	Final	ECON-UA 10-015 (9386) - Interm Microeconomics (Lecture)

9 out of 28 students completed the survey.

Survey Response Rate: 32.1%

Recitation Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Answer	# of Responses to the Answer	Answer %
Overall, the recitation instructor was effective at helping me learn.	4.6	9	5 - Strongly Agree	6	66.7%
			4 - Agree	2	22.2%
			3 - Neutral	1	11.1%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation was useful for achieving the goals of the course.	4.7	9	5 - Strongly Agree	7	77.8%
			4 - Agree	1	11.1%
			3 - Neutral	1	11.1%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor provided helpful feedback on assignments (e.g., exams, papers, homework, lab reports, etc.).	4.2	9	5 - Strongly Agree	6	66.7%
			4 - Agree	1	11.1%
			3 - Neutral	1	11.1%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	1	11.1%
The recitation instructor was accessible to students (e.g., via e-mail and office hours).	4.6	9	5 - Strongly Agree	6	66.7%
			4 - Agree	2	22.2%
			3 - Neutral	1	11.1%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The recitation instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.7	9	5 - Strongly Agree	7	77.8%
			4 - Agree	1	11.1%
			3 - Neutral	1	11.1%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the recitation section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- Went in depth on lecture notes and helped us understand problems that we did not know.
- TA is very helpful in making things clear. The professor's way of teaching is a little abstract.
- Good review.
- nice recitation leader.
- very helpful, I learned the whole course from him.
- The recitation instructor explicitly described all issues students had in class.
- The recitation leader did helpful reviews and was very approachable during office hours.
- Helped make all the lectures clearer!
- IDK

Instructor Name:	Term:	Evaluation Type:	Class Description:
Spurlino,Eric Cyrus	Summer 2019	Final	ECON-UA 18-003 (2079) - Statistics (P) (Lecture)

4 out of 20 students completed the survey.

Survey Response Rate: 20.0%

Lab Questions

Score range is 1 - 5

Question	Average	# of Students Who Answered the Question	Answer	# of Responses to the Answer	Answer %
Overall, the lab instructor was effective at helping me learn.	3.8	4	5 - Strongly Agree	1	25.0%
			4 - Agree	2	50.0%
			3 - Neutral	0	0.0%
			2 - Disagree	1	25.0%
			1 - Strongly Disagree	0	0.0%
The lab was useful for achieving the goals of the course.	4.3	4	5 - Strongly Agree	1	25.0%
			4 - Agree	3	75.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The lab instructor provided helpful feedback on assignments.	4.0	4	5 - Strongly Agree	1	25.0%
			4 - Agree	2	50.0%
			3 - Neutral	1	25.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The lab instructor was accessible to students (e.g., via e-mail and office hours).	4.3	4	5 - Strongly Agree	1	25.0%
			4 - Agree	3	75.0%
			3 - Neutral	0	0.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%
The lab instructor created an environment that promoted the success of students with diverse backgrounds and experiences.	4.0	4	5 - Strongly Agree	1	25.0%
			4 - Agree	2	50.0%
			3 - Neutral	1	25.0%
			2 - Disagree	0	0.0%
			1 - Strongly Disagree	0	0.0%

Instructor Comments

Describe the one best thing about the lab section or the instructor that was effective in helping you learn. If you could suggest one thing to improve the section, what would it be?

- the lab allows time to ask for clarifications
- Eric really helped solidify what was going on in the course. I really appreciated his examples in recitations. It would be great if he could go slower and explain examples more in-depth, but overall he was very helpful.
- Eric was as helpful as he could be but often just would be confused about the material. It was as if he was learning it alongside us.