**Shunsuke Tsuda**
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# Teaching Statement

November 7, 2022

During my time as a Ph.D. student at Brown University, I was appointed as an instructor for a Ph.D.-level course **"Computing for Economists"** for two years. This course was a new required course for first-year Ph.D. students and thus I constructed all the course materials. This course introduces students to basic concepts in software engineering and scientific computing as preparation for conducting frontier research in all fields of economics. The software engineering part aims to teach the functions of a computer and how to write code and organize data in a productive way. Specifically, I teach students how to conduct productive research practices by improving portability, clarity and maintainability, accuracy, efficiency, and reproducibility of a research project. The scientific computation part aims to teach how to numerically solve problems that cannot be solved by hand. The syllabus, teaching evaluation, and some lecture materials are found on my website. I tried to make this course highly inclusive and interactive with various communication tools, Q&As, anonymous surveys, examples, empirical applications, and in-class and take-home exercises. Although this is a Ph.D.-level course, several undergraduate students also took it, did well, and like it. I received the *Teaching Award* for my performance.

In addition to computational economics (as described above) and undergraduate courses in various fields of economics, I am prepared to teach a variety of advanced and specialized courses.

**Development Economics.** I would be happy to teach any part of development economics at any level. I could cover a variety of topics including microeconomic issues (household models, food and nutrition, health, demography and gender, education, labor, land, property rights, credit and insurance, environment and natural resources, agriculture, technology adoption, infrastructure, conflict) as well as macroeconomic issues (history, comparative development, growth theories, poverty traps, inequality, misallocation, financial frictions, institutions, trade).

**Urban and Spatial Economics.** I could teach any part of urban or spatial economics at any level. I would cover theories and empirics on topics including: monocentric and polycentric models of cities, urban land size and zoning policies, housing market and regulations, spatial equilibrium and hedonic regressions, agglomeration economies, transportation, economic geography, migration, and urbanization in developing countries. Depending on the relevance, I would also cover basic topics on international trade, including gains of trade and law of comparative advantage, Ricardian models, factor proportion theories, and increasing returns and firm heterogeneity.

**Environmental Economics.** I would be happy to teach natural resource and environmental economics at any level. I would cover topics including environmental valuation, discounting, cost-benefit analysis, market failure, pollution control, climate change, the Environmental Kuznets Curve, renewable and non-renewable resources, forest resources, and environmental policies.

**Political Economy of Conflict and Violence.** I would be happy to teach a specialized course of political economy focusing on conflict and violence. I would cover topics ranging from traditional theories of conflict to frontier empirical research on conflict, violence, and peace building.

**Applied Econometrics.** I would be happy to teach any part of econometrics and statistics at the undergraduate or master's level. I could also teach a Ph.D.-level course of applied econometrics focusing on causal inference and empirical applications.

Dear Members of the Recruiting Committee,

I have been teaching a course as an instructor for first-year Ph.D. students at Brown University. As a sample syllabus, I am attaching the syllabus for this course. I am also prepared to teach a variety of other courses that I listed in my teaching statement. If you would like to see a sample syllabus of other courses, please feel free to contact me.

Shunsuke Tsuda

**Brown University, Department of Economics**
**ECON 2020**
**Computing for Economists**

**Meetings:** Mondays and Wednesdays 10:30am-10:50am
**Instructor:** Shunsuke Tsuda (Shunsuke_Tsuda@brown.edu)
 Office Hours: Thursdays 9:00-10:20am
**Teaching Assistants**: TBD

**Course description:**
This course introduces students to basic concepts in software engineering and scientific computing as preparation for conducting frontier research in all fields of economics. Topics in software engineering will include programming basics, object-oriented programming, directories, abstraction, documentation, unit testing, logging, parallel processing, automation, and version control. Topics in scientific computing and numerical methods will include floating-point arithmetic, numerical differentiation and integration, equation-solving, and numerical optimization. Coding will be in Python and applications will focus on topics likely to arise in economics research. Key concepts will be introduced in interactive lectures and reinforced in in-class group work and at-home assignments.

**Learning goals:**
- Understand basic software engineering to improve clarity, portability, accuracy, efficiency, and reproducibility of economics research projects.
- Get accustomed with basic programming and Python language to conduct various fields of economics research.
- Apply appropriate numerical methods to solve mathematical problems that cannot be solved analytically.
- Formulate research questions of personal interest that can be analyzed using computing tools.
- Independently acquire new computing skills as needed for your research.

**Prerequisites:**
- ECON 2010, or its equivalent mathematical knowledge.
**-** Complete assignment 0, distributed via e-mail in the early January, due at the second meeting.

**Grading Policy:**
There are about 7 basic assignments. Each assignment will practice and extend concepts covered in class, motivated by an economic application. Assignment grades constitute 70 percent of the final grade. Each assignment has an equal grade share (10 percent). There is a final project in which students choose an economic model and solve

and/or estimate and/or simulate it. Group work with 2-3 students is allowed. The detail will be announced during the lecture. The final project constitutes 20 percent of the final grade. Attendance at each of the course sessions will be recorded and will constitute 10 percent of the grade. All assignments are distributed and submitted using GitHub. (Assignment 0 guides how to setup Git and GitHub on your computer.)

**References:**
Lectures are based on lecture slides, which will be uploaded in the GitHub repository "class_materials". No specific textbook is required. The following resources are useful for your reference. Lecture slides are partly based on the resources with *. Additional readings will be announced during the course.

Python
*Lubanovic, Bill. 2014. *Introducing Python: Modern Computing in Simple Packages*. New York: O'Reilly Media
McKinney, Wes. 2017. *Python for Data Analysis: Data Wrangling with Pandas, Numpy, and IPython*, $2^{nd}$ edition. New York: O'Reilly Media.
Vanderplas, Jake. 2016. *Python Data Science Handbook: Essential Tools for Working with Data*. New York: O'Reilly Media.

Github and Git
Git for beginners: The definitive practical guide
Pro Git Second Edition
*Software Carpentry. *Version Control with Git.*

Numerical methods and computation
*Collard, Fabrice. Lecture notes
*Judd, Kenneth L. 1998. *Numerical Methods in Economics*. The MIT press.
Teukolsky, Saul A. et al. *Numerical Recipes: The Art of Scientific Computing, $3^{rd}$ edition.* Cambridge university press.

Applications to economics research
*Miranda, Mario J., and Paul L. Fackler. 2004. *Applied computational economics and finance*. MIT press.
*Sargent Thomas J. and John Stachurski, *Lectures in Quantitative Economics*.

**Credit Hours:**
You are expected to spend 180 hours on this course. In addition to the lectures (35 hours), you will spend approximately 3 hours per class on readings and review (75 hours), 5-10 hours each on the six (almost) bi-weekly assignments (50 hours), and 20 additional hours on the final project.

**Accessibility and Accommodations Statement:**
Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu. Undergraduates in need of short-term academic advice or support can contact an academic dean in the College by emailing college@brown.edu. Graduate students may contact one of the deans in the Graduate School by emailing graduate_school@brown.edu.

## Schedule:

The basic structure of the course consists of a lecture day and a lab day in each week. In lectures, a lecturer gives lectures focusing on theoretical aspects. In lab days, students bring laptops and solve numerical problems by Python with an instructor and a TA. The detail schedule follows below. We will announce in advance of each week if schedule deviates from the below.

| Weeks | Meeting Dates | Topics | Assignments |
|---|---|---|---|
| 0 | Jan 20 | First meeting: Course introduction | |
| 1 | Jan 25 | Python Basics: Lab | Due: Assignment 0 |
| | Jan 27 | Python Basics & Floating-Point Arithmetic: Lab | |
| 2 | Feb 1 | Object-Oriented Programming: Lab | |
| | Feb 3 | Software Engineering: Lec | |
| 3 | Feb 8 | Software Engineering: Lab (Code cleanup) | |
| | Feb 10 | Software Engineering: Lec | Due: Assignment 1 |
| 4 | Feb 15 | **NO CLASS (Long weekend)** | |
| | Feb 17 | Software Engineering: Lab (Git & GitHub) | |
| 5 | Feb 22 | Pandas & Data Visualization: Lab | |
| | Feb 24 | Pandas & Data Visualization: Lab | Due: Assignment 2 |
| 6 | Mar 1 | Nonlinear Equation Solving: Lec | |
| | Mar 3 | Nonlinear Equation Solving: Lec (+ Lab) | |
| 7 | Mar 8 | Nonlinear Equation Solving: Lab | |
| | Mar 10 | Numerical Optimization: Lec | |
| 8 | Mar 15 | Numerical Optimization: Lec (+ Lab) | Due: Assignment 3 |
| | Mar 17 | Numerical Optimization: Lab | |
| 9 | Mar 22 | Numerical Differentiation: Lec | |
| | Mar 24 | Numerical Differentiation: Lec (+ Lab) | Due: Assignment 4 |
| 10 | Mar 29 | Numerical Differentiation: Lab | |
| | Mar 31 | Numerical Integration: Lec | |
| 11 | Apr 5 | Numerical Integration: Lec (+Lab) | Due: Assignment 5 |
| | Apr 7 | Numerical Integration: Lab | Due: Final Project Proposal |
| 12 | Apr 12 | Applications: Machine Learning | |
| | Apr 14 | Applications: Text Analysis | Due: Assignment 6 |
| 13 | Apr 19 | Applications: Spatial Data and GeoPandas | |
| | Apr 21 | (Backup) | |
| | Apr 23 | | Due: Final Project |

*Assignment dues are **at 9 am of meeting dates**.

*Please download lecture slides in advance. Please bring your laptops in all meetings.

*For dates with "Lab", students solve in-class exercises with their computers.

*Potential topics in applications for research include applied econometrics, text mining, social network analysis, and introduction to machine learning using Python.

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
**Instructor:** Shunsuke Tsuda *
**TA:** Rohit Jawle,Masahiro Kubo
**Response Rate:** 10/14 (71.43 %)

### 1 - Please indicate your reason(s) for taking this course (check all that apply):

| Response Option | Weight | Frequency | Percent | Percent Responses |
|---|---|---|---|---|
| Pre-requisite for other course(s) | (1) | 0 | 0.00% | |
| Requirement for my academic program | (2) | 10 | 100.00% | |
| Considering this field as my potential concentration | (3) | 0 | 0.00% | |
| To strengthen my graduate school applications | (4) | 0 | 0.00% | |
| Elective within my academic program | (5) | 0 | 0.00% | |
| Elective outside of my academic program | (6) | 0 | 0.00% | |
| Reputation of instructor | (7) | 0 | 0.00% | |
| Interest in topic | (8) | 0 | 0.00% | |
| **Response Rate** | | 10/14 (71.43%) | | |

### 2 - Please indicate how often you attended class or for an online course how often you completed modules or other online activities on schedule.

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Always | (4) | 5 | 50.00% | | |
| Frequently | (3) | 2 | 20.00% | | |
| About half of the time | (2) | 2 | 20.00% | | |
| Less than half of the time | (1) | 1 | 10.00% | | |
| **Response Rate** | | | | | |
| 10/14 (71.43%) | | | | | |

### 3 - What proportion of class preparation and assignments (e.g. reading; daily homework; papers; problem sets) did you complete?
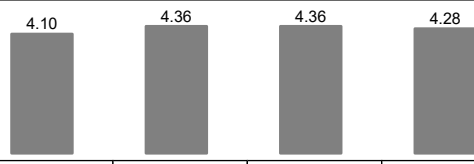
| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Some optional tasks in addition to everything that was required | (5) | 0 | 0.00% | | |
| Everything that was required | (4) | 9 | 90.00% | | |
| Most of what was required | (3) | 1 | 10.00% | | |
| About half of what was required | (2) | 0 | 0.00% | | |
| Less than half of what was required | (1) | 0 | 0.00% | | |
| **Response Rate** | | | | | |
| 10/14 (71.43%) | | | | | |

### 4 - On average, how many hours per week were spent on this course excluding regularly scheduled class time?

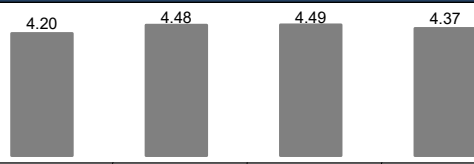| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| More than 16 hours per week | (6) | 0 | 0.00% | | |
| 13 – 16 hours per week | (5) | 2 | 20.00% | | |
| 9 – 12 hours per week | (4) | 1 | 10.00% | | |
| 5 – 8 hours per week | (3) | 5 | 50.00% | | |
| 1 – 4 hours per week | (2) | 2 | 20.00% | | |
| Less than 1 hour per week | (1) | 0 | 0.00% | | |
| **Response Rate** | | | | | |
| 10/14 (71.43%) | | | | | |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
**Instructor:** Shunsuke Tsuda *
**TA:** Rohit Jawle,Masahiro Kubo
**Response Rate:** 10/14 (71.43 %)

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**5 - Reflecting on your efforts, to what extent do you agree with the statement: I put in enough effort to learn from this course.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 2 | 20.00% |
| Agree | (4) | 7 | 70.00% |
| Neither Agree nor Disagree | (3) | 1 | 10.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |

Means: Question 4.10, Brown University 4.36, Division 4.36, Department 4.28

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.10 | 0.57 | 4.00 | 22885 | 4.36 | 0.72 | 4.00 | 6372 | 4.36 | 0.72 | 4.00 | 2082 | 4.28 | 0.77 | 4.00 |

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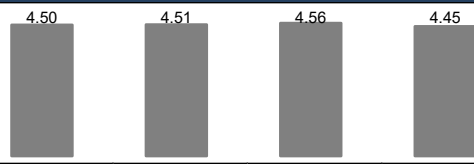
**6 - This course:**

**challenged me to develop new skills, ideas, concepts, or ways of thinking.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 2 | 20.00% |
| Agree | (4) | 8 | 80.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |

Means: Question 4.20, Brown University 4.48, Division 4.49, Department 4.37

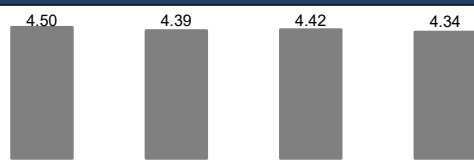| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.20 | 0.42 | 4.00 | 22643 | 4.48 | 0.74 | 5.00 | 6315 | 4.49 | 0.74 | 5.00 | 2048 | 4.37 | 0.78 | 5.00 |

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**6 - This course:**

**helped me develop a better understanding of the principles, theories, content, and/or facts in this area.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 5 | 50.00% |
| Agree | (4) | 5 | 50.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |

Means: Question 4.50, Brown University 4.51, Division 4.56, Department 4.45

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.50 | 0.53 | 4.50 | 22575 | 4.51 | 0.73 | 5.00 | 6292 | 4.56 | 0.70 | 5.00 | 2037 | 4.45 | 0.73 | 5.00 |

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**6 - This course:**

**had assignments that helped me learn.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 5 | 50.00% |
| Agree | (4) | 5 | 50.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |

Means: Question 4.50, Brown University 4.39, Division 4.42, Department 4.34

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.50 | 0.53 | 4.50 | 22588 | 4.39 | 0.83 | 5.00 | 6304 | 4.42 | 0.81 | 5.00 | 2043 | 4.34 | 0.83 | 5.00 |

| | |
|---|---|
| **Course:** | Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01 |
| **Instructor:** | Shunsuke Tsuda * |
| **TA:** | Rohit Jawle,Masahiro Kubo |
| **Response Rate:** | 10/14 (71.43 %) |

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### 6 - This course:

**Overall, I rate this course as effective.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 5 | 50.00% |
| Agree | (4) | 5 | 50.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |

Means: Question 4.50 | Brown University 4.43 | Division 4.48 | Department 4.36

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.50 | 0.53 | 4.50 | 22427 | 4.43 | 0.80 | 5.00 | 6275 | 4.48 | 0.78 | 5.00 | 2039 | 4.36 | 0.81 | 5.00 |

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### 7 - The instructor (Shunsuke Tsuda): -

**was well prepared for each class or online module (e.g. lectures, discussions, and/or in-course activities were well organized).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: Instructor 4.80 | Brown University 4.60 | Division 4.65 | Department 4.49

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.80 | 0.42 | 5.00 | 28387 | 4.60 | 0.70 | 5.00 | 6564 | 4.65 | 0.66 | 5.00 | 2163 | 4.49 | 0.79 | 5.00 |

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### 7 - The instructor (Shunsuke Tsuda): -

**effectively engaged students in classes or online modules (e.g. elicited student interest in the topic; encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: Instructor 4.80 | Brown University 4.44 | Division 4.47 | Department 4.24

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.80 | 0.42 | 5.00 | 28308 | 4.44 | 0.88 | 5.00 | 6546 | 4.47 | 0.88 | 5.00 | 2156 | 4.24 | 1.01 | 5.00 |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01

**Instructor:** Shunsuke Tsuda *

**TA:** Rohit Jawle,Masahiro Kubo

**Response Rate:** 10/14 (71.43 %)

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### 7 - The instructor (Shunsuke Tsuda): -

**effectively engaged students outside of classes or online modules (e.g. kept electronic resources up-to-date; was available during office hours; was responsive to requests to meet).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: Instructor 4.80, Brown University 4.43, Division 4.47, Department 4.25

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.80 | 0.42 | 5.00 | 28293 | 4.43 | 0.87 | 5.00 | 6539 | 4.47 | 0.86 | 5.00 | 2155 | 4.25 | 1.00 | 5.00 |

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### 7 - The instructor (Shunsuke Tsuda): -

**made course material clear and understandable (e.g. was effective in explaining content).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 9 | 90.00% |
| Agree | (4) | 1 | 10.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: Instructor 4.90, Brown University 4.42, Division 4.49, Department 4.31

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.90 | 0.32 | 5.00 | 28312 | 4.42 | 0.89 | 5.00 | 6550 | 4.49 | 0.85 | 5.00 | 2158 | 4.31 | 0.97 | 5.00 |

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### 7 - The instructor (Shunsuke Tsuda): -

**Overall, I rate this instructor as effective.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: Instructor 4.80, Brown University 4.49, Division 4.54, Department 4.35

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10/14 (71.43%) | 4.80 | 0.42 | 5.00 | 28195 | 4.49 | 0.82 | 5.00 | 6525 | 4.54 | 0.79 | 5.00 | 2148 | 4.35 | 0.90 | 5.00 |

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### 8 - Thinking about the overall course and its content, what has been particularly effective about Shunsuke Tsuda's approach to teaching in the course? -

| Response Rate | 3/14 (21.43%) |
|---|---|

• I think the most effective parts of the course, which is also the most challenging in this virtual environment, is the hands-on lab sessions. This is especially the case in the early parts of the course focused on just learning the basics of Python.

• Coding labs were my favorite part.

• Sample code and lab instruction

| | |
|---|---|
| **Course:** | Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01 |
| **Instructor:** | Shunsuke Tsuda * |
| **TA:** | Rohit Jawle,Masahiro Kubo |
| **Response Rate:** | 10/14 (71.43 %) |

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**9 - Thinking about the overall course and its content, what specific recommendations would you have for Shunsuke Tsuda about changes that would enhance your learning? -**

| Response Rate | 3/14 (21.43%) |
|---|---|

• I think potentially doings something like having the intro to Python portions of the course be taught in a more hands-on way during Winter Term (January) prior to the course could be useful, particularly since first-years aren't doing anything that term. It allows people to focus on learning the basics of Python with out distraction, and then the class could cover a bit more "economic" material during the semester.

• I think parts of the lectures could be assigned for self-study and reducing lecture time as a lot of the slide contents have a glossary character to them. Maybe a proper team work assignment might be a nice addition.

• Talk/teach a little slower. The course was a little fast pace.

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**10 - In what ways did Shunsuke Tsuda communicate the expectations for academic integrity (e.g. sufficient citations of source material; clarity on collaboration policy; clarity on what constitutes plagiarism)? What additional steps could Shunsuke Tsuda have taken to communicate these expectations? -**

| Response Rate | 2/14 (14.29%) |
|---|---|

• Clear

• Through the syllabus. No additional steps needed

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**11 - Did Shunsuke Tsuda foster an environment where all students - including yourself - were treated with respect and their questions and perspectives welcomed? How did the instructor accomplish this? -**

| Response Rate | 3/14 (21.43%) |
|---|---|

• Yes!

• Yes. Plenty of room for questions. Coding labs foster collaboration.

• Yes, through his support inside and outside the class time.

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**12 - What would you like to say about this course to a student who is considering taking it in the future?**

| Response Rate | 3/14 (21.43%) |
|---|---|

• This is a very useful course that will get you up to speed on the basics of important computational methods with very interesting applications to real-world economic data / models.

• Learned a lot!

• It's a good course, but challenging if you do not have prior coding experience.

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**13 - My teaching assistant (Masahiro Kubo):**

**was consistently prepared.**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Strongly Agree | (5) | 6 | 66.67% | | 4.67 / 4.65 / 4.67 / 4.63 |
| Agree | (4) | 3 | 33.33% | | |
| Neutral | (3) | 0 | 0.00% | | |
| Disagree | (2) | 0 | 0.00% | | |
| Strongly Disagree | (1) | 0 | 0.00% | | |
| N/A | (0) | 0 | 0.00% | | |

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9/14 (64.29%) | 4.67 | 0.50 | 5.00 | 12814 | 4.65 | 0.63 | 5.00 | 3972 | 4.67 | 0.63 | 5.00 | 1588 | 4.63 | 0.67 | 5.00 |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01

**Instructor:** Shunsuke Tsuda *

**TA:** Rohit Jawle,Masahiro Kubo

**Response Rate:** 10/14 (71.43 %)

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**13 - My teaching assistant (Masahiro Kubo):**

**effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 88.89% |
| Agree | (4) | 1 | 11.11% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.89, Brown University 4.60, Division 4.61, Department 4.58

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9/14 (64.29%) | 4.89 | 0.33 | 5.00 | 12770 | 4.60 | 0.70 | 5.00 | 3956 | 4.61 | 0.71 | 5.00 | 1581 | 4.58 | 0.71 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo):**

**was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 88.89% |
| Agree | (4) | 1 | 11.11% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.89, Brown University 4.67, Division 4.69, Department 4.66

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9/14 (64.29%) | 4.89 | 0.33 | 5.00 | 12780 | 4.67 | 0.63 | 5.00 | 3969 | 4.69 | 0.62 | 5.00 | 1586 | 4.66 | 0.61 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo):**

**made content clear and understandable.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 7 | 77.78% |
| Agree | (4) | 2 | 22.22% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.78, Brown University 4.58, Division 4.60, Department 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9/14 (64.29%) | 4.78 | 0.44 | 5.00 | 12781 | 4.58 | 0.72 | 5.00 | 3961 | 4.60 | 0.71 | 5.00 | 1581 | 4.56 | 0.73 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo):**

**provided clear feedback on assignments that improved my learning.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 7 | 87.50% |
| Agree | (4) | 1 | 12.50% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.88, Brown University 4.56, Division 4.56, Department 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8/14 (57.14%) | 4.88 | 0.35 | 5.00 | 12750 | 4.56 | 0.76 | 5.00 | 3949 | 4.56 | 0.76 | 5.00 | 1577 | 4.56 | 0.74 | 5.00 |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
**Instructor:** Shunsuke Tsuda *
**TA:** Rohit Jawle, Masahiro Kubo
**Response Rate:** 10/14 (71.43 %)

### 13 - My teaching assistant (Masahiro Kubo):

**Overall, I rate this teaching assistant as effective.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 88.89% |
| Agree | (4) | 1 | 11.11% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.89, Brown University 4.62, Division 4.64, Department 4.61

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9/14 (64.29%) | 4.89 | 0.33 | 5.00 | 12717 | 4.62 | 0.66 | 5.00 | 3947 | 4.64 | 0.65 | 5.00 | 1579 | 4.61 | 0.67 | 5.00 |

### 13 - My teaching assistant (Rohit Jawle):

**was consistently prepared.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% |
| Agree | (4) | 1 | 100.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.00, Brown University 4.65, Division 4.67, Department 4.63

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12814 | 4.65 | 0.63 | 5.00 | 3972 | 4.67 | 0.63 | 5.00 | 1588 | 4.63 | 0.67 | 5.00 |

### 13 - My teaching assistant (Rohit Jawle):

**effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% |
| Agree | (4) | 1 | 100.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.00, Brown University 4.60, Division 4.61, Department 4.58

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12770 | 4.60 | 0.70 | 5.00 | 3956 | 4.61 | 0.71 | 5.00 | 1581 | 4.58 | 0.71 | 5.00 |

### 13 - My teaching assistant (Rohit Jawle):

**was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% |
| Agree | (4) | 1 | 100.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.00, Brown University 4.67, Division 4.69, Department 4.66

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12780 | 4.67 | 0.63 | 5.00 | 3969 | 4.69 | 0.62 | 5.00 | 1586 | 4.66 | 0.61 | 5.00 |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
**Instructor:** Shunsuke Tsuda *
**TA:** Rohit Jawle,Masahiro Kubo
**Response Rate:** 10/14 (71.43 %)

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**13 - My teaching assistant (Rohit Jawle):**

**made content clear and understandable.**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% | | |
| Agree | (4) | 1 | 100.00% | | |
| Neutral | (3) | 0 | 0.00% | | |
| Disagree | (2) | 0 | 0.00% | | |
| Strongly Disagree | (1) | 0 | 0.00% | | |
| N/A | (0) | 0 | 0.00% | | |

TA: 4.00 | Brown University: 4.58 | Division: 4.60 | Department: 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12781 | 4.58 | 0.72 | 5.00 | 3961 | 4.60 | 0.71 | 5.00 | 1581 | 4.56 | 0.73 | 5.00 |

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**13 - My teaching assistant (Rohit Jawle):**

**provided clear feedback on assignments that improved my learning.**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% | | |
| Agree | (4) | 1 | 100.00% | | |
| Neutral | (3) | 0 | 0.00% | | |
| Disagree | (2) | 0 | 0.00% | | |
| Strongly Disagree | (1) | 0 | 0.00% | | |
| N/A | (0) | 0 | 0.00% | | |

TA: 4.00 | Brown University: 4.56 | Division: 4.56 | Department: 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12750 | 4.56 | 0.76 | 5.00 | 3949 | 4.56 | 0.76 | 5.00 | 1577 | 4.56 | 0.74 | 5.00 |

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**13 - My teaching assistant (Rohit Jawle):**

**Overall, I rate this teaching assistant as effective.**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Strongly Agree | (5) | 0 | 0.00% | | |
| Agree | (4) | 1 | 100.00% | | |
| Neutral | (3) | 0 | 0.00% | | |
| Disagree | (2) | 0 | 0.00% | | |
| Strongly Disagree | (1) | 0 | 0.00% | | |
| N/A | (0) | 0 | 0.00% | | |

TA: 4.00 | Brown University: 4.62 | Division: 4.64 | Department: 4.61

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1/14 (7.14%) | 4.00 | 0.00 | 4.00 | 12717 | 4.62 | 0.66 | 5.00 | 3947 | 4.64 | 0.65 | 5.00 | 1579 | 4.61 | 0.67 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):**

**was consistently prepared.**

| Response Option | Weight | Frequency | Percent | Percent Responses | Means |
|---|---|---|---|---|---|
| Strongly Agree | (5) | 6 | 60.00% | | |
| Agree | (4) | 4 | 40.00% | | |
| Neutral | (3) | 0 | 0.00% | | |
| Disagree | (2) | 0 | 0.00% | | |
| Strongly Disagree | (1) | 0 | 0.00% | | |
| N/A | (0) | 0 | 0.00% | | |

TA: 4.60 | Brown University: 4.65 | Division: 4.67 | Department: 4.63

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.60 | 0.52 | 5.00 | 12814 | 4.65 | 0.63 | 5.00 | 3972 | 4.67 | 0.63 | 5.00 | 1588 | 4.63 | 0.67 | 5.00 |

# Brown University
# Spring 2021 Course Feedback

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01

**Instructor:** Shunsuke Tsuda *

**TA:** Rohit Jawle, Masahiro Kubo

**Response Rate:** 10/14 (71.43 %)

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**13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):**

**effectively engaged students (e.g. encouraged student participation; was responsive to questions; offered opportunities for discussion in pairs or small groups).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.80, Brown University 4.60, Division 4.61, Department 4.58

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.80 | 0.42 | 5.00 | 12770 | 4.60 | 0.70 | 5.00 | 3956 | 4.61 | 0.71 | 5.00 | 1581 | 4.58 | 0.71 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):**

**was responsive to students (e.g. was available during office hours; was responsive to questions; was responsive to requests to meet).**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.80, Brown University 4.67, Division 4.69, Department 4.66

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.80 | 0.42 | 5.00 | 12780 | 4.67 | 0.63 | 5.00 | 3969 | 4.69 | 0.62 | 5.00 | 1586 | 4.66 | 0.61 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):**

**made content clear and understandable.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 7 | 70.00% |
| Agree | (4) | 3 | 30.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.70, Brown University 4.58, Division 4.60, Department 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.70 | 0.48 | 5.00 | 12781 | 4.58 | 0.72 | 5.00 | 3961 | 4.60 | 0.71 | 5.00 | 1581 | 4.56 | 0.73 | 5.00 |

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**13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):**

**provided clear feedback on assignments that improved my learning.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 7 | 77.78% |
| Agree | (4) | 2 | 22.22% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.78, Brown University 4.56, Division 4.56, Department 4.56

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.78 | 0.44 | 5.00 | 12750 | 4.56 | 0.76 | 5.00 | 3949 | 4.56 | 0.76 | 5.00 | 1577 | 4.56 | 0.74 | 5.00 |

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01
**Instructor:** Shunsuke Tsuda *
**TA:** Rohit Jawle,Masahiro Kubo
**Response Rate:** 10/14 (71.43 %)

### 13 - My teaching assistant (Masahiro Kubo, Rohit Jawle):

**Overall, I rate this teaching assistant as effective.**

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Strongly Agree | (5) | 8 | 80.00% |
| Agree | (4) | 2 | 20.00% |
| Neutral | (3) | 0 | 0.00% |
| Disagree | (2) | 0 | 0.00% |
| Strongly Disagree | (1) | 0 | 0.00% |
| N/A | (0) | 0 | 0.00% |

Means: TA 4.80, Brown University 4.62, Division 4.64, Department 4.61

| Response Rate | Mean | STD | Median | Brown University | Mean | STD | Median | Division | Mean | STD | Median | Department | Mean | STD | Median |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4.80 | 0.42 | 5.00 | 12717 | 4.62 | 0.66 | 5.00 | 3947 | 4.64 | 0.65 | 5.00 | 1579 | 4.61 | 0.67 | 5.00 |

### 14 - What has been particularly effective about Masahiro Kubo's approach to teaching in this course?

| Response Rate | 2/14 (14.29%) |
|---|---|

• Very helpful and attentive.

• Helpful in office hours

### 14 - What has been particularly effective about Rohit Jawle's approach to teaching in this course?

| Response Rate | 0/14 (0%) |
|---|---|

### 14 - What has been particularly effective about Masahiro Kubo, Rohit Jawle's approach to teaching in this course?

| Response Rate | |
|---|---|

• Very helpful and attentive.

• Helpful in office hours

### 15 - What specific advice would you have for Masahiro Kubo about changes that would enhance your learning?

| Response Rate | 1/14 (7.14%) |
|---|---|

• None

### 15 - What specific advice would you have for Rohit Jawle about changes that would enhance your learning?

| Response Rate | 0/14 (0%) |
|---|---|

### 15 - What specific advice would you have for Masahiro Kubo, Rohit Jawle about changes that would enhance your learning?

| Response Rate | |
|---|---|

• None

### 16 - Would you recommend this course to other students all things considered and if taught by the same professor?

| Response Option | Weight | Frequency | Percent |
|---|---|---|---|
| Yes | (1) | 9 | 100.00% |
| No | (2) | 0 | 0.00% |

| Response Rate | 9/14 (64.29%) |
|---|---|

**Course:** Spring2021ECON2020S01: ECON2020 Spring21 S01 Applied Economics Analysis-S01

**Instructor:** Shunsuke Tsuda *

**TA:** Rohit Jawle,Masahiro Kubo

**Response Rate:** 10/14 (71.43 %)

**17 - Relative to attending classes before the transition to remote learning, after the transition, do you think you watched videos/virtually attended lecture (check box):**

| Response Option | Weight | Frequency | Percent | Percent Responses | |
|---|---|---|---|---|---|
| More | (1) | 1 | 11.11% | ▪ | |
| Less | (2) | 1 | 11.11% | ▪ | |
| About the same | (3) | 6 | 66.67% | ▬▬▬▬ | |
| Can't say- personal circumstances affected ability to participate remotely | (4) | 1 | 11.11% | ▪ | |
| **Response Rate** | 9/14 (64.29%) | | | | |

**18 - Are there any features of the online course that you think we should keep when we move back to in-person learning?**

| **Response Rate** | 1/14 (7.14%) |
|---|---|

• Recording lectures so students can review later is very helpful