1. Please comment on the individual instructors with regard to effectiveness and attitude toward students:

Strengths

- Ran was an amazing teacher and filled out his lecture notes during class, which was extremely helpful.
- thorough presentation of material
- Great professor. Really cared about the students and wanted to make sure we were fully understanding everything. I liked that he would stop in the middle of any lecture to answer any questions. He made a 150-person lecture feel more like a smaller section.
- positive attitude when teaching and really made me interested in the course material
- Very effective lectures...they always helped me understand the material a lot more. Ran does an excellent job of taking time to explain difficult concepts.
- Professor was very good in that he really cared that his students understood the material. Actually seemed to care that his students do well.
- The teacher is a very effective communicator and explains concepts clearly.
- getting the "before" and "after" notes really helped
- Great lecturer, takes care to explain derivations intuitively. Genuinely cared about the students.
- incredible organized. as dynamic as you can get and still be an economist, thank you. appreciated the humor.
- good balance of mathematical approach to econ then real world application. appreciated the math reviews even though we should all be up to speed. great job posting lectures before and after. ran sets a model for stanford professors. high bar!
- Ran is a great instructor because he caters to both mathematically and conceptually inclined students. He can also be humorous at times, which is nice in a 1 hour 50 minute class.
- Great professor. Managed to make two hours of economics interesting.
- Ran is an excellent teacher.
- very organized lectures
- Very good.
- Always seems to care a lot about what he is teaching
- Ran is funny and entertaining. When he gets excited, he gets really loud but I think that indicates that he is passionate about teaching!
- The instructor demonstrated a clear knowledge of the material and conducted lecture at an appropriate pace. He was also very kind to students and demonstrated a genuine concern as to whether the students were learning and conceptually understanding the course material. The professor also put a great emphasis on intuition and building a foundation for future learning.
- really good teacher, went at a fast pace while still explaining everything important in great detail
- Ran was one of the best professors I've had at Stanford thus far. His lectures were extremely helpful, and his notes were clear.
- hes a boss
- Professor Abramitzky was an excellent professor because he made sure to engage with students during the course of his lectures. Although the subject was dry, he made it as interesting as possible and always answered questions and ensured we understood both 'intuition' and 'math.'
- Ran had the best attitude toward students out of any teacher I have ever had. He posted notes online before and after each class, which was incredibly helpful. Rather than being worried about how many people attended his lectures, he worried about how well we were learning the material. He explained everything thoroughly, making sure not to leave people behind. He used examples and analogies that made some of the concepts easier to swallow as well.
- Clear, enthusiastic, warm.
- A great man. Great lecturer. Should be awarded some sort of teaching prize.
- Lectures were informative
- Amazing lecturer and a really good teacher! He understands his stuff and explains it in multiple ways that different types of people can understand, and he usually makes the broader picture and the reasons why we're learning all this clear.
- Ran was very personable and entertaining. His honesty in lecture and emphasis on what was important helped us clarify which stuff we needed to know best.
- Ran is enthusiastic, engaging, and really cares about his students. He presents the course material in a way that keeps us interested, and excited.
- Professor Abramitzky was excellent - clearly one of the best professors I have had at Stanford. I really appreciated his ability to make class fun and teach at a level appropriate to our understanding. I am especially
glad that the class did not try and "dumb down" economics by disregarding math completely, but I am also appreciative that it focused on the economics. Each class had a lot of preparation put into it. Above all, the most important factor in rating a professor is seeing if they genuinely care about how students perform. On this regard, Professor Abramitzky gets an A with flying colors. Wish he taught more 50-series classes!!!

- I have never had a more effective/compelling professor at Stanford! Professor Abramitsky was fantastic. He was clear, concise, made all the material very easy to understand. He was "always" open to answering questions, always looking for suggestions for improvement. Overall, he could not have made the class more interesting or lovable simply because it was perfectly designed and executed.

- I definitely cared that we were learning, and he worked hard to make it as entertaining as possible, considering the class was at nine in the morning. Also would consistently let us out early, which was a plus.

- Realistic attitude towards student lives, particularly when scheduling office hours, etc.

- Very kind and helpful, always trying to phrase things in a relatable way

- Ran you are by far THE most incredible teacher at Stanford. You made economics intuitive. You threw the math out of the window and helped me understand the concept behind the fundamentals of consumer and producer theory. I am glad I took this class with you, rather than any other Instructor. You made economics really intuitive.

- Lecture was very clear- pace was appropriate.

- Very interesting class, and the professor was very engaging and obviously had a thorough understanding of the material.

- Excellent. Best professor at Stanford, so far.

- Clear and coherent instruction, very helpful towards students.

- I really appreciated the enthusiasm with which Ran taught the material and the clarity of his explanations. Ran gave thorough explanations for every new concept. I also appreciated how Ran tried to integrate mathematical and economic approaches. I was worried that Econ 50 would be math heavy, but it Ran really tried to emphasize the conceptual economics behind the math, which allowed me to better understand the material.

- Professor Abramitzky is a very caring professor who always wants to make sure his students are learning. He explains material in an extremely coherent manner.

- Ran was an excellent lecturer; I found it much easier to get up for his 9am class than for my 10am classes on Tuesday and Thursday. I ma be a bit biased (since I'm an econ major), but I though his presentation of the information was fascinating, and he confirmed my already strong inclination towards economics. Xiaoling was the best TA I've ever had for any class! She was awesome and great at explaining the material and answering questions. I hope she's TA-ing for one of my Econ courses next quarter.

- Would teach the same material with different emphases, math and also graphs/intuition, so that kids who like math can do the math and the people who prefer graphs can do those. He also posts all his notes online, so that if you can't make a lecture, he does not penalize you

- Excellent lecturer who was very clear on concepts and can also be really funny =) Great job!

- Great prof clear explanations made the course really interesting and really enjoyed it.

- Ran was wonderful - he is very accessible to his students, and I thought he did a very good job explaining the concepts and their relevance.

- Prof. Abramitzky was great at explaining concepts in terms of intuition which was very interesting and made them very easy to remember. Also, he was very effective at explaining things in office hours. He took the suggestions from the midterm evaluations very seriously, which was very impressive.

- Fantastic lecturer. very available, strait forward, clear, invested, engaging. fantastic

- Excellent course. A model of what other courses should be, particularly other economics courses. This was by far the clearest course I have taken at Stanford. Thank you Ran for taking the time and effort to present things as clearly as possible

- Abramitsky was incredible! A great professor who actually made economics an exciting class for me. I was very happy with his teaching in this class.

- good

- I think Ran was the best lecturer I have had at Stanford. He was engaging and was able to keep my attention for 2 entire hours.

- Abramitsky's real-life examples and self-effacing humor keep the class interesting.

- Excellent teacher. One of the best lecturers I have had at Stanford so far. Nobody could have presented that econ 50 material better.

Suggestions for Improvement

- goes too quickly
- none.
- None
- Not quite sure
- none. he even started to improve his u's for 4's in writing after the mid-term evaluations. maybe more colors for that computer projection he uses.
- N/A
It would be nice if Professor Abramitzky offered office hours at two different times. Offering them Monday and Wednesday after class meant that my Monday-Wednesday class right after Econ meant I could never attend his office hours, and given his schedule it was not easy to meet with him outside office hours.

Try and discriminate what things are really important
None at all, just perfect
More examples.
I think Abramitzy is awesome and a good guy, I just don't know if he likes me. I suggest more inviting office hours and more personal engagement with the students

Two minor complains however. Even though I was keeping up with the lectures, problem sets - section went too fast. I think this was because we were covering material that you would cover in the next week. I would be much happier moving at a slower pace during section. The material and section problems are really useful and I realized this once I went over them for the final, but most of the time I was not able to keep up with the TA. The material from the Problem sets was fresh in my mind during section, so I wish we had covered something directly related to that rather than skipping ahead. Having said that, material covered in section was really useful.

Work on handwriting :) Maybe learn student names? A lot of the same students asked questions in class, and I would think that Ran could maybe learn their names by the latter half of the class.
For me, the class seemed a bit slow (sometimes arguments would be belabored even beyond the point at which they were obvious), although I understand that other students thought it was too fast, so perhaps it's just impossible to please everyone.
Don't write with the "yellow" computer pen on the slides.
Just keep teaching it the way you're teaching it!!

2. Please comment on the strengths and weaknesses, if any, of the textbook(s) and reading(s). What materials were most and least valuable? Why?

Strengths

- The textbook was very intuitive.
  - book was relatively easy to understand
  - The textbook didn't seem to coordinate very well with the lectures. To be honest, I thought the textbook was a little bit unnecessary.
  - textbook provided good intuition to understand the material
  - Textbook was written for conceptual understanding, so reading the chapter for the week's psets always helped me.
  - The textbook was good, had lots of good example problems.
  - readings were always clarified by lecture. overall, good text.
  - The book was great.
  - Conceptual understanding of material.
  - Textbook was good and useful.
  - Very good.
  - Good practice problems
  - The textbook was pretty good but I found I didn't have to read much because the lectures were sufficient.
  - The textbook and class lectures worked very well as complements. The most valuable materials might have been the section handouts, for which we worked on practice problems that helped hone our understanding of the course material, as well as the lecture slides that are posted online.
  - everything
  - The textbook was useful, though I much preferred the lectures/slides that Prof Abramitzky presented. I really appreciated having the 'before' and 'after' slides available on Coursework.
  - He kept telling us that the textbook we have is better for concepts and gave us sources for other types of learning, such as for people who want a more math-based text. He also didn't care which version of the book we had, which saved some people a lot of money.
  - Explains things well
  - Solidified understanding and not to mathy
• Good for intuition
• Textbook was quite good actually. We can get most of the mathematical intuition from class, our TAs, and often time by working it out ourselves. The textbook was there to provide intuition if students were confused on the real-world reasoning behind a certain concept; it did that quite well. THANK YOU for not requiring that we read it
• the textbook was a good point of reference to look stuff up.
• The textbook was a little weak on the mathematical aspect of what we were learning, but that was a fault also pointed out by our professor. He more than made up for its shortcoming.
• The examples in the book were really useful for PSets.
• Textbook was pretty good in terms of theory. Ran did a good job with his very clear slides of applying math techniques to the concepts.
• Textbook was good, but I could have used a reference for the more mathematical parts of the course.
• Very good
• The econ textbook provided a good supplement to course lectures, and I was glad that Ran continually emphasized that the book was only a supplement and not a replacement for attending lecture.
• Clear most of the time, has all the definitions highlighted for faster studying
• Lecture slides were immensely helpful!
• Textbook was fine! Although, it would have been nice for it to be more rigorous on the math.
• The textbook was very intuitive, yet it was not super mathematically oriented (this may be a suggestion). But overall, the book was good.
• The note slides being put online were a godsend when it came to the exams and to know what we were going to cover before class on any given day. Thank you!!
• good
• The textbook was very good for understanding the intuition behind the math.
• The textbook on Microeconomics was extremely helpful and well-integrated with course material.
• Good book.
• Lecture notes were excellent.

Suggestions for Improvement

• The textbook was not very mathematical.
• should use book that uses calculus, as the course does
• Maybe find a different textbook or emphasize from the beginning that lectures are much more important than the book.
• a book that has more math involved
• Unfortunately, we didn't use the textbook that much, because the level of math was too simple. Wish we had a better book to follow along with.
• textbook was a little dense, but that is expected
• N/A
• Would be nice to have a source that did more mathematical examples
• The textbook did not have enough math to really be useful for our problems
• none
• Sometimes the lectures seemed to double back and cover material that we'd seen in the class or two classes before without seeming to be very connected; later the connection would become apparent but it'd be nice to have it explained from the beginning.
• Try and tell us what things in the book are useful, what are not relevant to course
• For the most part the textbook was not great because it did not have enough math to be of great use to solving actual problems
• i didn't really study from the textbook.
• None.
• We really need a textbook that has more math, which more accurately matches the level of the lectures.
• Textbook was at times a wordy without substance. This made it pretty frustrating to understand.
• The second suggestion was that I think you should emphasize to your class that lecture will not cover all the math and algebra. It is only meant for intuition building. I was reading the lecture slides, and coming to lecture expecting I would be completely prepared to tackle any problem. Sections should be called ‘recitation’ and handled the MIT style, where they were understood as only application of the material in lecture. I guess what I am saying is that there was a huge, unexpected discrepancy between what we covered in class and what we covered in section, the latter being the content that was tested on the exams. Please tell your students to expect this. I was not aware of this.
• None.
• The textbook was useful in terms of intuition, as Ran noted, but I would have really appreciated a text that used calculus (after all it is a prerequisite for the course, is it not?).
• It has none of the math
• Book was too dense.
• The only real weakness I found was in Ch. 10 - it would have been helpful for pictures of the different types of market interference to have more clearly identified where on the picture DWL was, and for their to be a picture/example for each kind of market interference.
• The textbook can be difficult to slog through, but I guess that you just have to deal with that...
• none
• Maybe tell the students to do reading on a weekly basis because it is unclear if the reading is even necessary.

3. Please comment on assignments and exams (difficulty, length, frequency, usefulness, and their success at testing conceptual understanding rather than recall):

Strengths

• Assignment were very fair and helped you study for midterms.
• I thought all problem sets and the midterm were very fair.
• Exam was of good length and correct difficulty
• Psets were always the type of problems that would show up on exams, so they were helpful.
• like that there is only one midterm and one final
• Problem sets were long but manageable. Exams were very fair.
• midterm was well structured, really appreciate the clarity on the number of points and time we should allocate to each question. well organized.
• N/A
• Good exams: a fair difficulty and good length.
• Very good.
• on the material he said it would be on
• The problem sets are very good!
• The weekly problem sets and midterm were very all very fair in their length, difficulty and frequency, and also very successful at testing students' conceptual understanding of the course material.
• Very straight forward, easy to do well if you studied the given materials
• useful
• Problem sets and exams were fair and good assessments of the course material.
• Exams were very fair. They tested concepts that were on problems sets and on things from lecture. There weren't surprises; he tested what we were supposed to have learned. He told us what was expected of us, and then followed through on it.
• P-sets were good, tested material well. Exams were very erratic in the topics they tested
• Excellent
• Good level of difficulty in many ways -- you can tell when he is giving us soft balls to make sure we know the basics and when he is trying to push our brains during tests. Part of me wants easier tests because tests are often stressful, but in general I think a little bit harder test might even be better to test our knowledge. I really like true or false, because it allows us to display a lot of knowledge quickly and differentiates between those who study to deeply understand the concepts and those who don't. use a lot of those
• problem sets emphasized what was important.
• The exams for the most part were fair and tested concepts we learned in class.
• Tests were very fair and good markers of our knowledge.
• The problem sets were challenging but not discouragingly hard - the material we were tested on was perfectly fair, and covered content that was explicitly covered in class or in problems sets - which was great! I'm glad that slides and past exams and all solutions are posted online - it's immensely useful.
• Reasonable length and material. No complaints.
• The concepts were very intuitive. I think your pet name should be ABRAMTIZKY - THE KING OF INTUITION.
• Problem sets were very helpful
• Exams were very straightforward and fair. Practice exams and problems did a very good job of preparing us for actual exams.
• Very useful problem sets. The exams were very fair.
• Assignments were very helpful for exam material.
• I felt that both the midterm and the final exam were very straightforward, and no material appeared on the exams that had not been covered in class. They were also similar in format to previous sample exams.
• Weekly problem sets served as excellent preparation for exams.
• They were not too hard
• Exams were of suitable length and difficulty, really test if students have put in effort in assignments
• exams were fine
• The exams very well tested how much I knew. They were very fair and tested if you did the problem sets and went to section.
• Good fair exams
• The exams were straightforward, homeworks were of an acceptable length. I thought assignments and exams were fair overall.
• perfectly fair
• The exams were hard but good.
• Problem sets prepared us well for the midterm and final, without being overly taxing.
• Very straight forward. I appreciated the fact that the exams were not designed to “trick” you, but rather to just check your level of knowledge.
• Problem sets were surprisingly fun to complete (for an econ nerd). Were almost always focused on proper application and understanding of economic principles as opposed to plugging numbers into formulas.
• I liked that the assignments had practice problems that we didn’t have to turn in.

Suggestions for Improvement

• material on problem sets should be covered more thoroughly in class
• None.
• Some of the assignments were really difficult to complete without going to section. I don’t feel as if we have all the information needed to complete some of them
• It seemed like on problem sets, the same question was getting asked many times but with different numbers and/or variables. (Make them shorter?)
• perhaps homework assignments should be staggered so that you are working on last week’s material this week... i found it hard to digest new material the same week the new assignment was due...
• The midterm was on the easy side. Two of the questions were straight from the pset, and the more difficult material was not tested. The midterm did not test understanding as deeply as I thought it would. It would be more beneficial to have a more difficult midterm in the future.
• none
• Problem sets were difficult and very time consuming. They did not emphasize understanding of the concepts, rather they emphasized solving equations. This was distracting and in the end felt much less useful than the class itself. Generally spent 10 hours/week on problem sets
• Make the tests harder so people can demonstrate what they actually know.
• Perhaps the regrade process for the exam should be evaluated. When a student writes an answer for an exam question that is verbatim that of the answer key (released after the exam) or similar to what had been learned in a lectures and marked down on the problem (and then again denied the points on a regrade), this is a problem.
• none
• Try and make tests more comprehensive, leave out tangential things that are just meant to trick you
• the problem sets were pretty difficult, and sometimes took concepts from class and extended them further than I knew to.
• none
• None.
• Would be helpful (if at all possible) to perhaps have 2 midterms instead of 1.
• Midterm was way too easy.
• The midterm and final bordered on the easy side. Although it was nice to see familiar problems on the midterm and final exam, I was really surprised to see problems almost exactly from the problem sets. I was slightly disappointed about that and thought it wasn’t the best challenge for the ample tool kit that we had developed over the course.
• The midterm was almost too easy; in some ways, it almost hurts those who studied the most when the tests are too simple. I still did well, but I know many of my classmates were annoyed that their studying didn’t give them much of an advantage over the rest of the class (and hence the curve was not very forgiving).
• You could do 80% of a problem set without having read the chapter
• Assignments can be too long.
• The homeworks seemed to request pretty obscure knowledge from time to time; it would have been nice to get a few more problems saying sit down and analyze this market using the tools we just learned, maybe integrating each problem more as well.
• none
• None.
• problem sets should have more exercises that emphasize the basic understanding to a topic and less proofs

4. Do you have any additional comments on the course over-all?

Strengths

• I really enjoyed Ran as a teacher and could not ask for more. He taught the material at a perfect pace.
• Great professor. I was intimidated by the course material, but he made it much easier to understand than I had expected. It was also extremely useful the way lecture slides were posted on coursework both before and after each lecture. I printed the slides out and took notes directly on the page, which allowed me to pay more attention during lecture instead of worrying about trying to copy down every single graph.
• great course, really got me interested in economics
• Overall, pretty good course. Very well organized. Ran is great at explaining things.
• no
• The material was presented very clearly and thoroughly.
• N/A
• A really well taught course overall
• Ran's teaching is excellent.
• Very good.
• Interesting
• Ran makes the two hour lecture period bearable. I loved the class! It was my favorite this quarter.
• Overall, a good course for the economics core. Great professor, great TAs.
• This is not the most interesting class, but Professor Abramitzky made it that much better. I appreciated his humor and attempts to find interesting aspects of the material. I also liked having class from 9 - 10.40 most days rather than having a break in the middle.
• A great, great lecturer for this type of class. His biggest strengths are the overall way in which he administers the class. I can easily imagine having taken this course with a different professor and having a miserable time. Even though his office hours always conflicted with my schedule, I was okay with it because he explained everything so well in lecture. Even if I had wanted to see him, I know he would have taken time out of his schedule for me. One of my favorite professors at Stanford.
• Very good, really enjoyed it
• I loved it
• Really good course and the content was enlightening. I wish it was a little more applied to the real world, but I guess it's supposed to be more of a theoretical class to give us background. Great teaching and a good taste of the real world of Econ. If this is known as the "boring" Econ class to slog through, I'm really excited for the major...
• pretty good!
• Ran is awesome, for a generally boring theory course, it was as good as it could be.
• Excellent course. Best course I've taken so far at Stanford. Thanks Econ 50 team!
• Excellently taught in terms of intuition and mathematics - it was truly a perfect balance of both :)
• Nadeem (my TA) was the best TA I have had at Stanford. He definitely knew his Econ, and ran sections efficiently. Also, he was extremely approachable
• I have heard horror stories about Econ 50, but you made it extremely clear and accessible- I rarely was confused in lecture. Probably one of the best lecturers at Stanford. Thank you!
• Great course, but it would have been nice to have it a couple hours later in the day.
• Excellent. Thank you for teaching this course.
• Great course! My favorite of the 3 econ classes I've taken so far. I felt like I really gained a lot of economic understanding in the class about why things in economics work the way they do, rather than just accepting things as given. Ran is a very clear and engaging lecturer, and I'm sorry for falling asleep in class sometimes. I promise it wasn't because Ran was boring though -- just the fact that it was a 9am class.
• Great course overall! =)
• I very much enjoyed the course overall. This course truly convinced me to major in economics!
• great guy and great class.
• I feel well-prepared to continue my study in economics after taking Abramitzky's class.

Suggestions for Improvement

• None
• There weren't many new concepts that weren't covered in Econ 1A. This class seemed like a more rigorous and mathematical version of Econ 1A.
• section could be improved by better handouts. but maybe it's just that ran sets the bar so high it's impossible for the ta's to match him...
• N/A
• none
• More reasonable problem sets. Sections material at a slower pace.
• having only one midterm is not very good because if you do bad you don't have another midterm to increase your grade. The more midterms and grades you get the better.
• harder midterm
• See above, but also, some more real-world (rather than hypothetical) examples might be useful.
• Set another midterm so that students get more practice before final
• More open office hours and put more practice midterms/ exams up for studying purposes!
• None
• Improved handwriting!
• Go a little more in depth--all the problems are essentially the same constrained optimization problem, so it would be nice if it went a little more in depth in some topic
• Increase weight of assignments.
- none
- Make the class shorter and more times a week. Integrate section a little better.
- I don't like that we have to get a B in order to major in econ.