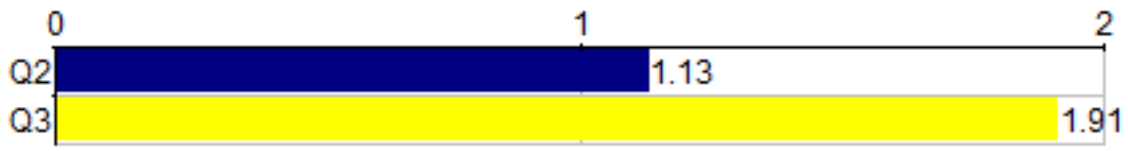
201910 Main Campus (UGrad, Grad) Survey 201910	Georgetown University Main Campus

Course:	ECON459 01 - Game Theory	Department:	ECON
Responsible Faculty:	Andrea Wilson	Responses / Expected:	23 / 41 (56.10%)

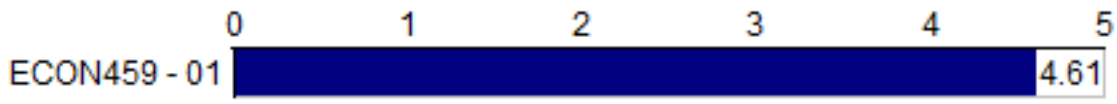
Student		ECON459 - 01								
		Responses				Course				
		F	J	G	O	N	Mean	Med.	Mode	Std Dev
Q1	Your class:	4	18	1	0	23	1.87	2	2	.45

Responses: [F] Freshman/Sophomore=1 [J] Junior/Senior=2 [G] Graduate=3 [O] Other=4



Student		ECON459 - 01						
		Responses		Course				
		YES	NO	N	Mean	Med.	Mode	Std Dev
Q2	Is this course in your major field?	20	3	23	1.13	1	1	.34
Q3	Is this course required or a prerequisite?	2	21	23	1.91	2	2	.28

Responses: [YES] Yes=1 [NO] No=2



Student		ECON459 - 01									
		Responses					Course				
		A	U	S	S	N	N	Mean	Med.	Mode	Std Dev
Q4	How often have you attended this class?	16	5	2	0	0	23	4.61	5	5	.64

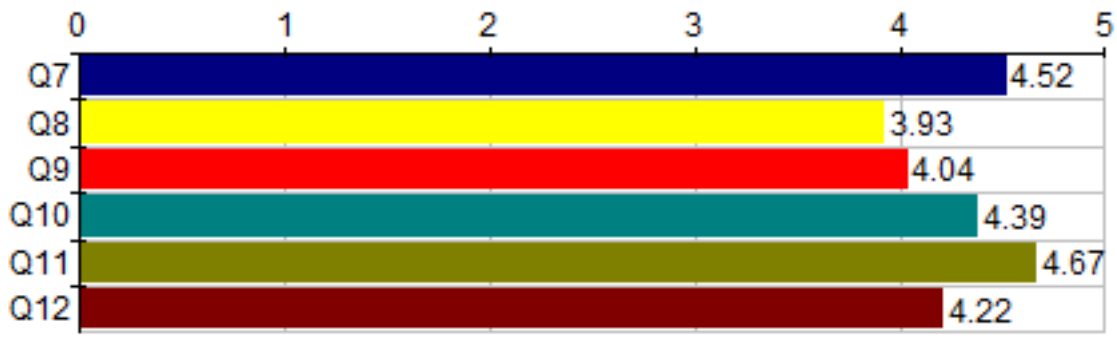
Responses: [A] Always=5 [U] Usually=4 [S] Sometimes=3 [S] Seldom=2 [N] Never=1

Student		ECON459 - 01								
		Responses				Course				
		MT1	6	3-5	FT3	N	Mean	Med.	Mode	Std Dev
Q5	Approximately how many hours do you spend studying for this class in a typical week?	0	5	12	6	23	1.96	2	2	.69

Responses: [MT1] More than 10=4 [6] 6-10=3 [3-5] 3-5=2 [FT3] Fewer than 3=1

Q6 - Additional comments on your preparation for or involvement in this course. (Note: Your comments about this class will be reviewed only by the instructor.)	
Response Rate:	8.70% (2 of 23)

1	Problem sets generally take 4-5 hours to complete.	
2	I believe the level of difficulty of assigned problem sets was appropriate - although I frequented office hours held by the TA (Kevin Ankney) to complete these assignments, I understood the basic concepts well from attending lecture. An additional note (because I don't believe I filled out a survey evaluating the TA for this class): Kevin was fantastic. He was willing to discuss problem sets and concepts from lecture even outside of his office hours. He also graded work fairly and returned assignments in a timely manner.	



Course		ECON459 - 01									
		Responses					Course				
		5H	4	3	2	1L	N	Mean	Med.	Mode	Std Dev
Q7	To what degree were the stated objectives of the course met?	13	9	1	0	0	23	4.52	5	5	.58
Q8	How effective were the readings, research, and other requirements in helping you meet these objectives?	6	4	3	2	0	15	3.93	4	5	1.06
Q9	Did the exams or other graded material fairly represent the content and skills taught in the course?	11	4	6	2	0	23	4.04	4	5	1.04
Q10	Do you believe that the exams and other work were graded fairly?	12	9	1	1	0	23	4.39	5	5	.77
	To what degree do specialized forms of study (labs,										

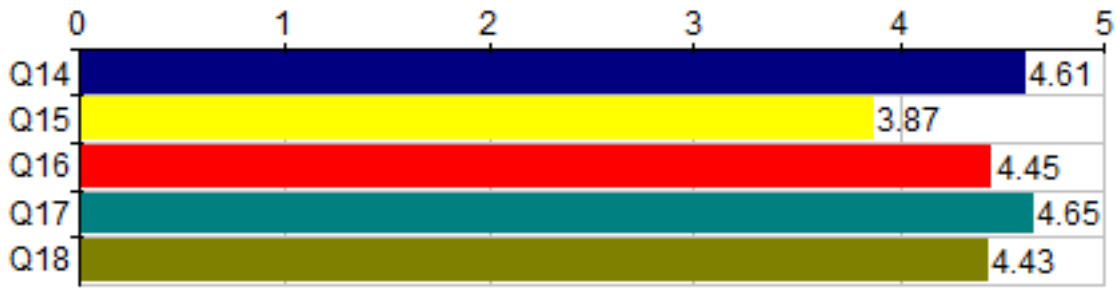
Q11	language drills, field trips, e.g.) contribute to the value of the course?	2	1	0	0	0	3	4.67	5	5	.47
Q12	How much have you learned in the course? (Your assessment of the quality and extent of that learning).	10	8	5	0	0	23	4.22	4	5	.78

Responses: [5H] 5 High=5 [4] 4=4 [3] 3=3 [2] 2=2 [1L] 1 Low=1

Q13 - Please explain your ratings or comment further on any aspect of the course. (Note: Your comments about this class will be reviewed only by the instructor.)

Response Rate:	26.09% (6 of 23)

1	while the course was interesting, I did not feel I learned all that many strategies for approaching problems and steps to take. It felt more like we were given a problem, the given a solution and shown the in between, I would have loved to learn the "recipes" more.
2	The midterm seemed somewhat unreasonable, with material far more difficult than seen at a prior point in class and particularly in comparison to the previous year's midterm. The grading and curving of the midterm was quite generous, which I appreciated. Some aspects of the instruction seemed ad-hoc, e.g. here's a problem set up, to find a PBE we will consider these following strategies and eliminate them, then finally prove this one last strategy/belief pair is a PBE as opposed to here are steps 1-10 to solve for a PBE. I know the latter is quite challenging, and perhaps beyond the scope of the class, but it would make it easier to apply solution methods from one problem to another.
3	More experiments please!
4	I would appreciate some more engaging, hands on activities to stimulate class discussion and get me thinking rather than just copying things down from the board. Perhaps we could actually play one of the games we learn about with our classmates?
5	I thought the in-class material was helpful for problem sets, but it did not help us enough for the midterm exam.
6	Given the current math requirements of the undergraduate economics major, the course relied on a perfect amount of proofs and algebraic calculations. I found the games engaging, and I enjoyed learning more about strategic interactions!



Instructor		Andrea Wilson									
		Responses					Individual				
		5H	4	3	2	1L	N	Mean	Med.	Mode	Std Dev
Q14	Does the instructor seem consistently well prepared for class?	16	6	0	1	0	23	4.61	5	5	.71

Q15	Is the quality of classroom presentation stimulating (consider the effectiveness of discussions, demonstrations, and lectures)?	8	7	6	1	1	23	3.87	4	5	1.08
Q16	How available, willing and helpful is the instructor in advising and assisting students outside of class?	11	10	1	0	0	22	4.45	4.5	5	.58
Q17	Does the instructor establish high standards, challenge you, and encourage you to do your best work?	16	6	1	0	0	23	4.65	5	5	.56
Q18	What is your overall evaluation of the instructor?	12	9	2	0	0	23	4.43	5	5	.65

Responses: [5H] 5 High=5 [4] 4=4 [3] 3=3 [2] 2=2 [1L] 1 Low=1

Q19 - Comments on your evaluation of the instructor. (Note: Your comments about this class will be reviewed only by the instructor.)

Faculty:	Andrea Wilson
Response Rate:	39.13% (9 of 23)

1	Very challenging, probably the most difficult econ class I've taken at GU
2	Professor Wilson is easily the best economics professor I've taken a class with at Georgetown. She is incredibly knowledgeable yet is able to break down difficult concepts and explain them in a manner that undergraduate students can understand. I hope Professor Wilson teaches more economics classes (besides game theory) in the coming semesters so I can continue to learn from her! Some things that the Professor could improve: when Professor Wilson read from her slides, she read way too fast and moved to the next slide too quickly -- I had to open up the slides on my laptop and try to copy down what she was saying at the same time which was kind of overwhelming. The speed at which Professor Wilson taught on the board was better (I also preferred when she wrote things on the board as it seemed easier to understand). Also, I personally think that it would be helpful to have one problem assigned a week or something similar instead of 5 problem sets overall so that we are continuously reviewing the material rather than just when we have a problem set. I liked how at the end of the semester there were shorter problem sets assigned more frequently -- in the first half of the semester I wish we had assignments with more frequency with less problems each.
3	Professor Wilson did an excellent job reading the room: she always understood when students didn't quite grasp concepts and then spent more time going over that material. Lectures dragged at times (primarily due to the overheated classroom in Walsh), but I can't think of a better method of teaching the material. While the debate on the structure and date of the final at the end of the semester was unfortunately drawn out, I do appreciate that Professor Wilson wanted to offer an exam which would enable students to succeed.
4	Professor Wilson is really good at explaining complex concepts, she is always willing to take questions and help out students.
5	It's challenging subject material, and I appreciated the instructor's enthusiasm for the subject and apparent commitment to student's learning as that alone makes a tremendous difference.
6	I thought both the teacher and TA did an amazing job teaching the material in an interesting and challenging way.
7	I thought Professor Wilson was a good teacher, who was able to explain topics clearly. However, the class was a bit dry at times, sometimes just due to topics. Overall, in terms of learning, it was much more effective attending lectures than simply reading class notes. I learned a lot in the class, as a result.

8	I really appreciate how hard you try to make sure everyone is learning/happy even if it makes life more difficult for you and I like how you write down almost everything you say on the board.	
9	By far the best Econ Prof I've had at Georgetown. Lectures can be occasionally tiresome (particularly because of the hot room), but she is super fair and really wants to have her students succeed. I look forward to taking Behavior Econ with her in the Fall. Thanks again!	