



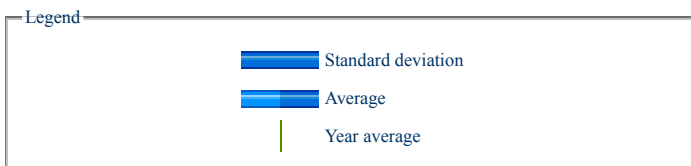
Seminar Economics and Psychology of Risk and Time (310160)

Hello D. Schindler

Choose course:

Choose year:

Choose term:



Course Evaluation

Question	N	Avg	St.dev	Year					
				Avg	<20%	20-40%	40-60%	60-80%	>80%
How often were you present at the lectures of this course?	19	4.63	0.60	4.47					

Question	N	Avg	St.dev	Year					
				Avg	1	2	3	4	5
The content of the course is inspiring	22	4.41	0.59	3.83					
The expectations placed on students enrolled in the course are clear	22	4.50	0.60	3.84					
The tutorials provide added value	0	-	-	3.74					
The course is clearly linked to research	22	4.64	0.49	3.91					
It is clear why this course is part of the program	22	4.64	0.49	4.24					
The assignments strengthen the understanding of the theory	22	4.55	0.91	4.03					
Generally, I am satisfied about this course	22	4.32	0.72	3.86					

Remarks

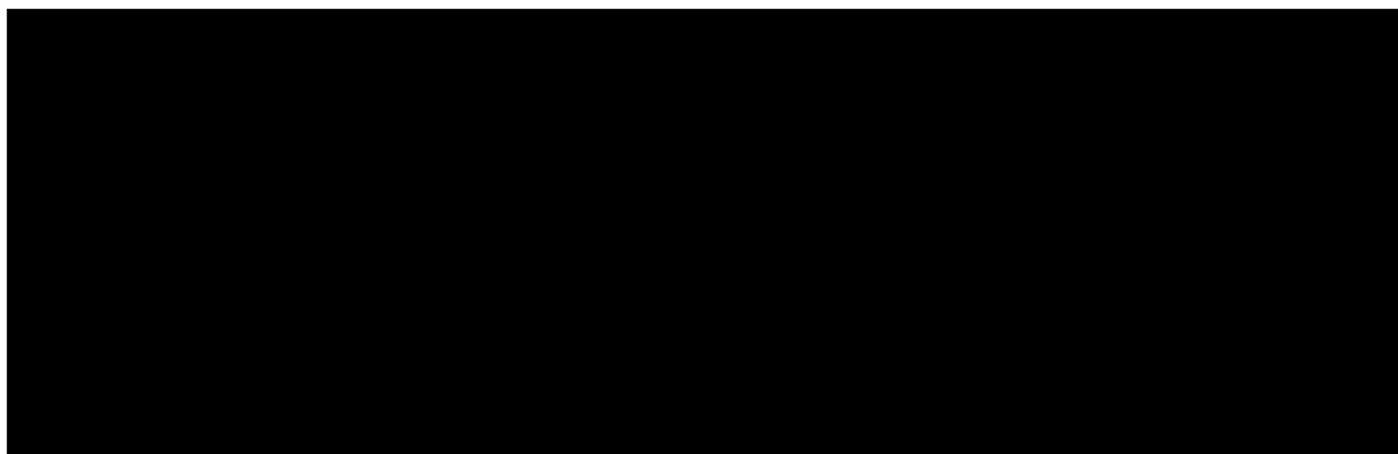
Strengths of the course:

- [Interesting subject, maybe needed better coordination with social norms class \(nudge topic and other small thing already done in the other class\)](#)
- [The topics are relevant and interesting. Slides are really well explained and nice.](#)
- [Gives the theories in behavioral economics, assignments keep the students on track.](#)
- [The use of questions via an internet website. Creates more interaction.](#)
- [Topics return also in other courses, what is interesting.](#)
- [Explores ideas outside of standard economic theory. Bonus: I really like the files on blackboard have well structured names](#)
- [Structure \(elements\)](#)
- [the professors transmit their interest to the students](#)
- [The link between the theory discussed during the first weeks and the actual policy briefs that we are assigned to strengthens the course \(from theory to practice\).](#)
- [Clear link as to why this is relevant](#)

What could be improved in the course?:

- Do not give so much grading power for the presentation to the student. Students grade without objectivity but for their friends
- There is a need to make everything more relevant to current policy. For example, each topic can be linked to why the classical economics approach didn't work (from a policy perspective). Otherwise the whole subject seems unimportant because it feels like we are identifying a single mathematical paradox and correcting it. While this is important from an academic perspective, I don't know how I can use it in my job or while understanding public policy.
- More lectures could have been made (no classes for the last 3 weeks) in order the professor to present the topics more slowly and deeply.
- The grading in the course. The assignments take a lot of time and only count for 10% towards your final grade. Maybe decrease the weight of the presentation, because 40% of your grade for the project is much, and increase the weight for the assignment. Moreover, try to avoid having presentations in the last week of the semester, just before the exam (only 4 days later).
- Rating student presentations is not "fair" as some people have a lot of friends while others might not and that influences the grade significantly! Assignments are only counting for a very small percentage while the project + presentation counts a lot. Revising this rates might be a good idea since the assignments are a lot of work for the percentage they count towards the grade.
- My main problem with this course is that all the calculations are already on the slides, which makes it hard for me to continuously pay attention. If the calculations were made on the board I would write it down and not fall asleep.
- Structure (planning), grading system
- Peer-grading student presentations can be unfair and biased in many cases.
- the slides could be clearer. The final projects could be fairer for all the groups when it comes to time spending.
- One part of the course, nudging, has already been extensively discussed during the other Economics and Psychology course so it did not add much value.
- More intuition next to just the models
- Size of the lecture is not convenient for discussions. I would prefer papers rather than book. I would definitely cancel popular vote.
- Studying also papers along with theory. Moreover, the project could be more specific and hard.

Lecturer Evaluation



Lectures

D. Schindler (549153)

Question	N	Avg	St.dev	Year					
				Avg	1	2	3	4	5
The lecturer's explanations are clear	22	4.55	0.60	4.01					
The lecturer encourages students to think about the subject matter	22	4.45	0.60	3.96					
The lecturer gets the students involved in the lecture	22	4.27	0.83	3.84					
The lecturer is open to questions	22	4.55	0.67	4.38					
The lecturer has an adequate command of English	22	4.68	0.57	4.24					
Generally, I am satisfied about this lecturer	22	4.50	0.67	4.02					