

Duke University

Trinity Course Evaluations - Summer II 2021

Course: ECON-204D-001: ECONOMETRICS AND DATA SCIENCE
Instructor: Jeremy Lebow *
Response Rate: 12/17 (70.59 %)

1 - Your level of engagement with the course was:

Response Option	Weight	Frequency	Percent	Percent Responses	Means								
Very low	(1)	0	0.00%										
Low	(2)	0	0.00%										
Medium	(3)	4	36.36%										
High	(4)	4	36.36%										
Very high	(5)	3	27.27%										
					0	25	50	100	Question	Subject Overall:	Trinity Overall:		
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median		
11/17 (64.71%)	3.91	0.83	4.00	69	3.72	0.97	4.00	514	3.99	0.92	4.00		

2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate	10/17 (58.82%)
<ul style="list-style-type: none"> • Fundamentally, I have learned important methods for estimating economic relationships. For instance, the course has provided me incredible theoretical and practical insights for designing econometric frameworks; remarking the importance to interpret outputs and develop intuitive analytical tools. • I definitely developed my critical thinking skills. Jeremy often focused on the intuition behind the learning principles of this course which helped guide me in a way which allowed me to understand the material conceptually, rather than from just memorization. Specifically I learned about the process of analyzing raw data and how to read it based on the research goals; how to evaluate data and interpret causal inference; lastly I learned way in which researchers may use econometrics to tackle some of the larger society questions that look to be answered when making public policy. I loved when he would include examples from his own research in ways that helped us learn how the course material can be applied in the real world. • Use of stata, critical thinking of hypothetical and realistic data, and an intuitive understanding of statistical concepts • Regressions Managing Data Stata Program Information • I learned a bunch of different regression techniques as well as how to cluster and try and remove bias from our models using several different strategies. I also learned how to functionally use STATA. • I believe this course helped me approach problems by taking more perspectives and accounting for multiple methods to come to a conclusion. Specifically, a good example of this is how we learned to establish causality for regressions in econometrics. There are different methods that can be used and some can even be combined, such as instrumental variables, RCT's, and controlling for other variables. Even beyond, this we learned to qualitatively consider and evaluate causality, which added another layer to a course I previously would have thought was primarily quantitative. • We learned how to interpret statistical data and perform a hypothesis test before the midterm, analyzing means, standard deviation, p-values, and t-stats. After the midterm, we focused on different estimators and drawing causal relationships using numerous methods (controls, RCTs, natural experiments, fixed effects, instruments, and RDDs). • Being able to distinguish between causality and correlation. Understanding dummy variables and fixed effects were pretty cool, and in general interpreting regressions. breaking down problems into components and analyzing how they relate to one another! • Regression, comparing observation, linear models • Stata, analyzing data, and creating data 	

3 - Reflecting on the overall learning environment of this class, in what ways did the instructors and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate	10/17 (58.82%)
<ul style="list-style-type: none"> • Everything has been incredible and helpful. Notably, professor Lebow structured the course to provide theoretical and practical approaches in order to increase students' capabilities. For instance, when he introduces a particular subject, he explains it from a theoretical perspective, and immediately he provides examples based on papers with incredible results. At the same time, the Teacher Assistance has also contributed in many ways to help and provide tools to improve econometric skills. They are quite impressive, super patient, and calm to explain; they show respect and help students. It has been a relevant experience taking the course with them. • I think the lectures were organized and explained in a manner that was at an appropriate speed. i wouldn't say this was a very interactive class though, and thats fine. There were breakout rooms at times where we were challenged to apply our learning and discuss relative questions, however I think in a class thats as straightforward as this, the live lecture format works perfectly. I wish there was more time to be walked through using stata or more class time dedicated to solving problems that may appear on tests/problem sets. I think econ in general should be taught more like a math class where you constantly solve problems in class rather than be lectured on the how to solve the problems if that makes sense. I learn best from working through problems--- i understand the material conceptually afterwards. • The asynchronous and synchronous parts of the course were balanced. It didn't feel as heavy as a normal class that is five days a week • Both synchronized and asynchronous lectures • I thought the breakout rooms were helpful as well as doing solid recapping and summarizing of what we learned that helped me reinforce my understanding a lot. • In addition to lecturing normally, Professor Lebow gave ample opportunity to discuss the material and examples among our peers, and then further explain any misconceptions students had after these short discussions. In particular, I enjoyed his extensive usage of real life applications and examples and I believe he should keep them for future classes. • I thought half asynchronous/ half synchronous enhanced my learning experience On asynchronous days, it was more of a lecture so I appreciated that I could pause the video to take notes and not miss anything. On synchronous days, I thought being able to discuss examples in breakout rooms for 3-4 people was very beneficial and made me more engaged in the material. • I liked the summaries at the end of every lecture, telling me what I learned... in boating school! • I liked the synchronous and asynchronous aspects. • Working in groups 	

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4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate 9/17 (52.94%)

- I would spend less class time going over lectures and more so on problem solving like a math class. I think econ should be taught more like math. Hear me out, you wouldn't teach a calc class by lecturing about what to do when coming across certain problems-- instead you are shown the problems, then you work through them in class, and you learn from your mistakes in the process of learning the proper form to solve the problems. I think econ should be taught in the same way. If we learn to solve the problems we are given at first, then I think its easier to zoom out and understand the concepts behind the problems we solve.
- I wish there were more assignments or problem sets to facilitate learning.
- In person, but this is clearly not able to be done at this time.
- Online classes in general are tough but other than that just having regular meeting times without asynchronous stuff with keeping the problem set format the same would work better.
- The main struggle I found was the virtual learning aspect and a lack of incentive to attend class. However, I believe that in a normal school year these problems would be fixed.
- I think more generalized examples of different experiments could've helped my understanding of the topics.
- doing classes live online were good for engagement, but with the amount of material it might make more sense to have the class flipped.
- More group work.
- More use of stata

5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Strongly disagree	(1)	0	0.00%		4.33	4.17	4.34					
Disagree	(2)	0	0.00%		Question	Subject Overall:	Trinity Overall:					
Neither agree nor disagree	(3)	1	8.33%									
Agree	(4)	6	50.00%									
Strongly agree	(5)	5	41.67%									
					0	25	50	100				
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median	
12/17 (70.59%)	4.33	0.65	4.00	71	4.17	1.06	4.00	514	4.34	0.83	4.00	

6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate 10/17 (58.82%)

- Professor Lebow explains clearly and introduces hard topics with very good examples. He encourages students to understand and learn those hard topics. Concretely, I would like to illustrate my perspective with an example: I used to send different emails asking questions about specific topics that were explained in the classes and trying to compare them with other sources such as papers that I am interested in; as a result, Professor Lebow answered every email with plenty of information and good perspectives. It stimulated my intellectual inquiries in different ways.
- I think it was very rewarding to see the results of the data appear in tangible numbers in this class rather than talking about jus the concepts of movement among graphs like in some of the other econ classes I have taken. Hearing Jeremy discuss some of the applications of the material outside of class in his research was also very interesting to hear about.
- I enjoyed the research used as examples. It gave me a better idea of how policy is analyzed and deemed effective/ineffective.
- It was very difficult and forced me to go outside my comfort zone
- The material was engaging and difficult and the examples helped a lot with being able to think through theoretical concepts using real world data.
- Real life examples allowed this class to be intellectually stimulating, as it took course material beyond just lectures. Furthermore, I thought the problem sets added another layer of thinking that wasn't stressful, further supplementing intellectual stimulation.
- I thought it was very stimulating because it was clear the professor was passionate about the topic, even doing his own research on it!
- It was tricky yet fun to think through all of the complex examples.
- Tough material that was engaging
- The ability to use real life examples

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7 - The course had clearly defined student learning objectives and overall goals.

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Strongly disagree	(1)	0	0.00%		4.25	4.15	4.33					
Disagree	(2)	0	0.00%									
Neither agree nor disagree	(3)	1	8.33%									
Agree	(4)	7	58.33%									
Strongly agree	(5)	4	33.33%									
					0	25	50	100	Question	Subject Overall:	Trinity Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median	
12/17 (70.59%)	4.25	0.62	4.00	71	4.15	0.99	4.00	514	4.33	0.82	4.00	

8 - What made the learning objectives unclear or how could the clarity of the overall course goals be improved?

Response Rate	0/17 (0%)
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9 - The course had clear expectations for assignments and other work.

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Strongly disagree	(1)	0	0.00%		4.33	4.32	4.45					
Disagree	(2)	0	0.00%									
Neither agree nor disagree	(3)	1	8.33%									
Agree	(4)	6	50.00%									
Strongly agree	(5)	5	41.67%									
					0	25	50	100	Question	Subject Overall:	Trinity Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median	
12/17 (70.59%)	4.33	0.65	4.00	71	4.32	0.94	5.00	516	4.45	0.76	5.00	

10 - What made the expectations unclear or how could the clarity of expectations be improved?

Response Rate	0/17 (0%)
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11 - The course had a welcoming and inclusive classroom environment

Response Option	Weight	Frequency	Percent	Percent Responses	Means							
Strongly disagree	(1)	0	0.00%		4.33	4.37	4.49					
Disagree	(2)	0	0.00%									
Neither agree/disagree	(3)	1	8.33%									
Agree	(4)	6	50.00%									
Strongly agree	(5)	5	41.67%									
					0	25	50	100	Question	Subject Overall:	Trinity Overall:	
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median	
12/17 (70.59%)	4.33	0.65	4.00	70	4.37	0.87	5.00	512	4.49	0.79	5.00	

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12 - What made this class welcoming and inclusive or not welcoming and inclusive?

Response Rate 10/17 (58.82%)

- The impressive knowledge of Professor Lebow made the class welcoming. At the same time, the Teacher Assistance also contributed a lot to solve inquiries in a friendly way, it made the class welcoming. As a student, such an atmosphere has encouraged me to continue researching and learning.
- Jeremy was a very friendly Professor. He was always willing to answer any and all questions and was very prompt in responding to emails.
- It was slightly difficult to participate in a zoom class when many chose to have their cameras off. It was a little impersonal. But, the small class size was very easy to learn in and I enjoyed the professor's inclusion of participation and discussion
- Professor was very friendly and there was a wide range of people in the class
- It was pretty welcoming but the online aspect makes things difficult.
- Professor Lebow did a good job of making it inclusive and welcoming by talking to students regularly and being willing to help at office hours.
- The professor's attitude that this is a difficult topic and it's ok not to have the correct answer.
- Jeremy was friendly.
- Good teacher
- Talked about multiple things/examples relevant to today

13 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%		4.25	4.03	4.21				
Marginal	(2)	0	0.00%								
Average	(3)	3	25.00%								
Very Good	(4)	3	25.00%								
Excellent	(5)	6	50.00%								
Response Rate					Question	Subject Overall:	Trinity Overall:				
12/17 (70.59%)						516					
	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median
	4.25	0.87	4.50	70	4.03	0.95	4.00	516	4.21	0.84	4.00

14 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Jeremy Lebow, was -

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%		4.50	4.28	4.45				
Marginal	(2)	0	0.00%								
Average	(3)	2	16.67%								
Very Good	(4)	2	16.67%								
Excellent	(5)	8	66.67%								
Response Rate					Question	Subject Overall:	Trinity Overall:				
12/17 (70.59%)						550					
	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median
	4.50	0.80	5.00	71	4.28	1.07	5.00	550	4.45	0.87	5.00

15 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the teaching assistant, , was

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Poor	(1)	0	0.00%		0.00	0.00	0.00				
Marginal	(2)	0	0.00%								
Average	(3)	0	0.00%								
Very good	(4)	0	0.00%								
Excellent	(5)	0	0.00%								
N/A	(0)	0	0.00%								
Response Rate					Question	Subject Overall:	Trinity Overall:				
0/17 (0.00%)						0					
	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median
	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00

16 - In what ways did the teaching assistant facilitate your learning and what might have helped even more? Include any constructive comments you'd like to share with the teaching assistant here.

Response Rate 0/17 (0%)

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

Response Rate 10/17 (58.82%)

- I would say: take the course, enjoy it, and learn as much as possible from Professor Lebow, who is an impressive professor.
- I would encourage them to be very familiar with stata. I think at times, learning to use the program was one of the more challenging parts of the course.
- I would say to think conceptually and understand the why, not just how to solve problems and conduct tests. This is what differentiated this class from other stats classes for me. I feel as though I have learned skills that I will remember because of my conceptual understanding of the topics
- It is very difficult but you learn a lot
- Make sure you participate in class because failing is a helpful tool in learning.
- If you pay attention in class and ask for help when needed, you will do fine in this class.
- I would say, while this course can be tedious, the right professor can make it very interesting and worthwhile.
- Make sure you know your stats beyond t tests! And pay attention to the subtleties of regressions and how each variable interacts.
- Tough material but very engaging
- Highly recommend

18 - The course was difficult.

Response Option	Weight	Frequency	Percent	Percent Responses	Means									
Strongly disagree	(1)	0	0.00%											
Disagree	(2)	0	0.00%											
Neither agree nor disagree	(3)	4	33.33%	█										
Agree	(4)	6	50.00%	█										
Strongly agree	(5)	2	16.67%	█										
					0	25	50	100	Question	Subject Overall:	Trinity Overall:			
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median			
12/17 (70.59%)	3.83	0.72	4.00	71	3.49	1.09	4.00	520	3.52	1.05	4.00			

19 - What made this class difficult?

Response Rate 7/17 (41.18%)

- The material builds off of each other. Constantly having to go back and remind myself of earlier concepts made it challenging to keep up when the course got very detail oriented.
- Learning new software and working with lots of data was new to me
- The information we learned
- I think the speed of the class made it difficult, although I know that is the caveat to summer school. Also, I noticed the material got harder towards the end as we started talking about fixed effect and instrumental variables.
- The subject of the class. applications
- The content and how the class was graded
- The material.

20 - How many hours per week on average did you spend on this course (outside of class meetings)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means									
1	(1)	0	0.00%											
2	(2)	0	0.00%											
3	(3)	1	9.09%	█										
4	(4)	3	27.27%	█										
5	(5)	1	9.09%	█										
6	(6)	1	9.09%	█										
7	(7)	2	18.18%	█										
8	(8)	3	27.27%	█										
9	(9)	0	0.00%											
10+	(10)	0	0.00%											
					0	25	50	100	Question	Subject Overall:	Trinity Overall:			
Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Trinity Overall:	Mean	STD	Median			
11/17 (64.71%)	5.82	1.89	6.00	67	6.52	2.43	7.00	515	6.84	2.67	7.00			

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21 - Would you like to provide any other comments about this course?	
Response Rate	2/17 (11.76%)
<ul style="list-style-type: none">• Had a great summer session!• No	