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C01. Comment on the quality of instruction in this course. What suggestions do you have for the instructor that could improve his/her teaching.

-> Nicely organized and well taught course.

I really liked the course.

-> This is the BEST econometrics class I have ever taken!! Jordan presents the curriculum in a very clearly and takes into account the varying backgrounds of all the students in his pedagogy. He is very courteous and knowledgeable about Stata and econometrics. In fact, I sometimes feel that he has memorized the entire set of Stata programming manuals! I am going to recommend this class to ALL of my colleagues.

-> best professor I've had at Cornell. The problem sets were too long.

-> The class is interesting, but sometimes the overall path is not clear

-> Great course

-> Amazing. Best Econometrics Class/Professor I've ever had. Undergrad or Grad school.

-> Occassionally, your sentences were pretty long and I often forgot the first part, and in trying to recollect it, neglected to pay attention to the latter part. If you could regularly keep sentences short on a regular basis, it would make it easier for students to take notes.(I always wondered how other non-native speakers of English managed).

-> To improve the class, the professor could try to return homework in a more timely manner. However, since this is a graduate class, this is not the most important thing. While many students will complain about the amount of work, I thought that it was fine.

-> Best course I've taken here.

-> I've learned new methods and concepts in this class.

And also I had a chance to apply it in doing homeworks.

I'm really satisfied with his lectures and homeworks but if he writes down more verbally on the blackboard in class, it would be great for me, like international student. Sometimes I lost the interpretation.

-> Excellent. One of the best classes I have taken at Cornell. Certianly the best econometrics class.

-> Jordan's great. good demeanar, casual, very bright-but on a level I can understand. volume could be louder, but that was sort of the fault of the lecture hall.

-> Jordan was wonderful, easily the most useful course I have taken at Cornell, and this is my fifth econometrics course.

-> N/A
C02. Which aspects of the course did you like the best.

-> Homeworks are well designed and good for learning
-> Instrumental variables
-> A poem inspired by your lecture on IV.

Whispers flooding the hall
breathless appreciation
seeing nothing then seemingly nothing
like one circuit
the class turns on
all at once

Thank you Jordan,

For your lecture on IV.

-> the professor is knowledgeable, material is interesting per se
-> up-to-date materials, interactions with the instructor
-> Everything.
-> The ground that was covered. I liked the way there was a common thread that tied the different pieces together, rather like a tap root and rootlets. With other courses in Cornell, somehow, I never had a coherent whole. I do now.
-> The professor emphasized the intuition. This made the class accessible to the less mathematically inclined. I also liked the strong emphasis on doing what we learn. Instead of just talking about econometrics, we actually did it. This cannot be overemphasized.
-> The focus on the RCM as a guiding principle was new to me and really helpful for thinking through the identification assumptions of the models we covered.
-> Always lectures and homeworks are related.

-> Lectures. The professor is very clear and has a deep understanding of the material.
-> problem sets were very good.
-> The assignments were very applicable to my research and the lectures improved my economic seminar experiences.
-> Most of the time material was presented very clearly in lectures. For clarity, this is the best graduate metrics course on campus.
C03. Which aspects of the course did you like the least.

- the professor is marginally accessible in class
- Nothing
- The STATA death matches.

  the long silences when you asked questions, I don't think I understood many of the questions you asked. I always understood the question *after* it was answered (by you or others). "Oh! so that was the question"
- Nothing stands out.
- While programming in STATA is a useful skill, I found that I spent too much time during my homework trying to coax results from STATA rather than in interpreting my findings. I realize that coding in STATA is a great way to learn the mechanics of various approaches, but I felt like developing those skills came at the expense (for me - with limited time) of understanding what the findings were saying.
- The second assignment was too long.

- N/A
- Homework 2 was a bit long. It would have been nice to have more programming tips in the homework questions - there were a couple of questions where I spent hours floundering around because I was using the wrong commands.
C04. What changes would you like to see in the course in the future.

- A closer link between problem sets and class.
- A second semester of it?
- None, really. I would urge you not to discontinue the course. It is absolutely unique in Cornell and is indispensable.
- A little more organization particularly in respect to returning homework would help.

The biggest help might be to provide more help for stata. While I am fairly well versed in Stata, many other students were not. We talked about stata in class at the beginning and the first HW walked us through some of the commands. This helped many students. A class or section which goes over some commands would help students tremendously. This is especially true if the HWs are turned back late. The posted solutions help the students learn stata. He might want to post a sheet with helpful commands/tricks.

- A little more detail on the hypothesis tests we covered would be useful. Otherwise, the class was pitched at just the right level of rigor.
- I found the Angrist and Pischke book extremely useful for understanding core issues of bias, consistency, etc. I wish I had read it earlier in the semester. I know that Jordan hesitated assigning particular textbooks, but I'd argue that it could be a really useful primary text.
- A second course
- I think projects should be graded and returned sooner.
C05. Please comment on the balance between lecture and discussion in the course.

- there is discussion in class, sometimes it wanders
- Just fine.
- Very good. The professor asked a lot of questions to gauge our understanding and to involve us.
- Jordan was open to questions in class and actively answered.

Also he linked many useful papers for more deep understanding.

- Excellent. But if the class is not an outgoing class (i.e., do not provide much feedback during the class) the professor should not try to force more "outgoingness".
- The balance was excellent!
C06. Is there sufficient attention to readings, too much, too little.

-> The readings were very insightful. One thing I liked is how Jordan brought the readings to life in the class.
-> Just right.
-> I didn't do the readings and I was not penalized
-> About right; maybe a little more focus on the readings in class.
-> Sufficient.
-> Sufficient
C07. Other Comments.

-> Jordan,

It’s time to tell you what I think
Of lessons that you teach
If easy, bad, amazing, sad
Or simply out of reach.

I’ll start it off with just the good
To make you feel all right.
And then the stuff you should improve
but I’ll try to stay polite.

Your greatest strength is asking questions
And waiting for reply
Instead of answering yourself
You always let us try

And so you always understand
When students are quite lost.
Your taking time to clarify
Saves painful long-term costs

Your lectures never feel too rushed
And still we get things done
You teach a large array of topics
While class stays light and fun.

Now you might ask “If I’m so great”
“Then why do y’all look bored?”
It’s a shame if we look displeased
Since your lectures are adored
As graduate students we’re expected to show
No excitement or hint of emotion
But when class ends each day, we go out and play
And extol your lecture’s perfection.

And learning doesn’t end with class
The problem sets are great
They helped me “do” what I only could “say”
Helped me code what I only could state.

To bridge the gap from class to research
The homework was a guide
Each problem set was excellent
And made the course applied.

And now the bad, the terrible
The things at which you suck
I’ll list below to try to help
Your future classes luck.

For problem set 2
You asked us to do
Important prop-weighting extensions
But it’s one step too far
To repeat with APGAR
So don’t put that into the directions

That small critique is all I have
Since your class was mostly sweet
I’m grateful that you taught so well
Since teaching’s no small feat.
The only thing that’s left to say
Is that I’ll surely miss you.
So please please please sign up to teach
Empirical strategies 2.

-> Thanks a lot. You did a great job.

-> Cannot give this class high enough marks.

-> I would urge you not to discontinue the course. It is absolutely unique in Cornell and is indispensable.

-> Very good class. In my view, this will become an essential econometric class for econ/pam/aem students. It is one of the few which combine theory with practice. The reputation of the class is clear when you see 4th and 5th year students taking time away from their dissertation to come. While the professor is still developing his style a little, he is a good professor and, in time, will become an excellent one.

-> This course was one of the most useful courses I’ve taken. However, it is also a course where the more time one spends outside of class grappling with the issues, the more one gets out of it. I feel like I could take the course over again, and learn as much the second time as I did this first time.

-> Thanks a lot!

-> Overall an excellent class that I would recommend to any graduate student interested in policy analysis. I will likely sit in on the class in a future year as I would like to hear the lectures again.

-> Jordan's course is one of the best graduate courses offered. The course improved my ability to conduct research, which is something the department should concentrate on.
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C01. **Comment on the quality of instruction in this course. What suggestions do you have for the instructor that could improve his/her teaching.**

- Jordan has been the best instructor I have had at Cornell. I feel very fortunate for having taken his course.
- This was a great course! I learned a lot about research design, IV, diff in diff, and regression discontinuity.
- Jordan is an excellent teacher. I would say he is in the top 3 teachers that I have had in my 4 and 1/2 years at Cornell.
- Jordan is an excellent instructor.
- This course was extremely useful and I already gave my more extensive comments on the other survey. Thanks Jordan!
- Top notch. Models are routed in a reasonable basis of theory but focused on designing models that provide reasonable insights into causal patterns. Professor Matsudaira's problem sets were excellent at emphasizing and teaching the baseline models that one would like to estimate to interpret econometric results. Class was very engaging and professor was very responsive and thoughtful towards students.
- Jordan is an awesome professor, the class was great. I learned a lot on the empirical method and also hands-on experience with STATA. In terms of suggestions, I think going over more empirical papers along with the class might help understand not only the methods but also how to read paper for grad students more.
- Best professor in my career.
C02. Which aspects of the course did you like the best.

- The problem set were more useful than any I have done since arriving at Cornell.
- 1) Hands-on learning through the problem sets;
- 2) Simple, real-world examples used in class to display the estimation techniques.
- I liked how intuition was provided for everything. Also this is a very hands-on econometrics course which is nicer because (for instance through problem sets) you can link different approaches together to see where they do/don't differ.
- I liked the applicability of the concepts we discussed and the use of problems sets to reinforce these concepts.
- Homework
- I liked the problem sets, and thought that they really reinforced the materials from the lectures.
- The lectures; they made things make sense, even that I have seen before and didn't then.
- Replication exercise was very useful.
- Very useful topics learned in course, and professor is extremely good at explaining complicated concepts clearly. I could tell that he was making a great effort to make the material more interesting and relevant to students, and willing to help out students.
- The professor, the material and also the fact that it's about STATA!
- The whole class.
C03. Which aspects of the course did you like the least.

- 8:40am class.
- Extremely lengthy problem sets.
  - Problem set 2 (I think) was extremely long! I think I could have gotten the same amount out of this problem set from a shorter assignment.
  - That it was at 8:40am. And the length of Problem Set 2 :-(
  - Some of the problem sets were somewhat tedious at getting students to estimate OLS or IV or PSM 5-10 different ways at the expense of pointing us towards additional extensions that could be developed in subsequent coursework or our own research.
  - Some of the problem sets were too long, so it might be more efficient for us to have shorter frequent problem sets if possible. On a minor note, for some problems I felt like I was trying to figure out how to make this Stata command work, and not really thinking about why this is important in learning about econometrics.
  - The 8:40 am timing slot...too early =/
  - The whole class.
C04. What changes would you like to see in the course in the future.

- In absence of a TA, scheduled drop-in office hours are very helpful.
- The course project could be tied to dissertation work instead of replicating a paper.
- Shorten the problem sets and instead focus a little more on the readings.
- I think some of the material could be covered more quickly. Lecture notes would be fantastic.
- The BBQ sauce for the pulled pork at the picnic was too sweet. I am a fan of vinegary Carolina style.
- Synthetic Control Methods.
C05. Please comment on the balance between lecture and discussion in the course.

• It was difficult to have a discussion in this type of course, particularly with the number of students enrolled. More discussion would be nice, but it would need to be with a smaller class (with students who were more willing to participate than us).

• --A TA would be GREAT for this class; it's silly that Jordan couldn't get one, given the number of students. This would be valuable even without discussion sections (ie for office hours, and of course grading).

• This class had no discussion, although this might be useful in the future if there is a TA.

• Jordan is good at involving students in class and discuss materials.
C06. Is there sufficient attention to readings, too much, too little.

• Too little. I read one paper during the course because I didn't feel that they were necessary to complete the homework assignments.

• I feel there could be a little more emphasis on readings since personally I relied more on the lectures than the readings.

• Would be nice to have more attention to readings, but I understand that there aren't any great summaries of the material we were covering.

• The assigned readings are pertinent. It wasn't uber-essential to stay on top of them, but that seemed appropriate given the nature of the class (and the amount of work entailed in the problem sets).

• Sufficient.

• There could be more emphasis on the readings.

• I think there is.