

Cornell University
 Course Evaluation Response Summary
 Semester: Spring 2018 Course Owner: ECON
 Course: ECON 3120 LEC 001 CID: 7722
 Title: Applied Econometrics
 Instructor: McKee
 109 Responses, 118 Enrolled, 92.37% Response

Questions 4-19 are to be answered using a 5 point scale, where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, mark "2" for that item. Only one response is allowed for each question.

RATING SCALE 1= Defined extreme
 2=
 3= Midpoint
 4=
 5= Defined extreme

Question	Mean	StDevP	Count	1	2	3	4	5	6	7	8	9
N01. Please choose the College that you are in: 1 = College of Agriculture & Life Sciences 2 = College of Architecture, Art & Planning 3 = College of Arts & Sciences 4 = College of Engineering 5 = College of Hotel Administration 6 = College of Human Ecology 7 = College of Industrial and Labor Relations 8 = College of Veterinary Medicine 9 = Graduate School	3.47	1.34	109	1	3	85	8	1	2	7	0	2
N02. What is your graduation year? 1 = 2017 2 = 2018 3 = 2019 4 = 2020 5 = 2021 6 = 2022	3.39	0.88	109	1	19	33	50	5	1			
N03. What is your expected final grade? 1 = A 2 = B 3 = C 4 = D 5 = F 6 = S 7 = U 8 = F	1.51	0.80	104	63	34	5	0	1	1	0	0	
N04. Did the teacher explain the learning objectives of this course? 1 = no explanation 5 = fully explained, in class and on the syllabus	4.60	0.79	107	2	2	3	23	77				
N05. Were the design and content of this course consistent with the learning objectives? 1 = design and content had no relation to objectives 5 = completely consistent	4.51	0.70	108	1	1	4	38	64				
N06. Were the exams in this course aligned with the learning objectives? 1 = exams had no relation to objectives 5 = exams completely aligned with objectives	4.28	0.86	108	1	3	15	35	54				
N07. Did what you learned in this course correspond with the stated learning objectives? 1 = no correspondence 5 = outcomes corresponded precisely with objectives	4.42	0.76	107	0	2	12	32	61				
N08. Did the course offer opportunities to become familiar with the course material—through, for example, readings, discussion, handouts, practice problems, or projects? 1 = no opportunities 5 = many opportunities appropriate to course material	4.50	0.70	106	0	1	10	30	65				

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

C01. What do you feel was the most valued part of the course?

-
20105. Lecture case examples
-
16479. Class time and office hours.
-
20139. Lectures
-
2952. The real-life applications.
-
16459. In class discussions
-
6201. The TAs/profs walking around during lecture. Literally most of my learning comes from asking Prof Orlov questions. Thank you!
-
20175. All was valuable, but the class had a huge workload. I also had a really good group--I don't think I would have survived without them.
-
13063. NA
-
3009. Understanding everything that goes into regression analysis
-
9551. Stata
-
6204. The in class activities/worksheets that engaged us and kept us paying attention
-
6177. The group aspect.
-
20063. Doug was the best lecture I have ever had at Cornell. Every piece of the course seemed like it had a real reason why we did it instead of the usual this is how we always do it / this is how i want to do it justification I get in most of my classes. Far and away better than any other intermediate econ course at Cornell to the extent that it makes the other classes embarrassing. Completely changed my outlook on math and econ, forever grateful
-
857. I like the discussion, I think it really helped me with the use of stata
-
9663. The most valued part of the course was the sections where we would practice working in Stata for the labs that would then be incorporated into later problem sets.
-
23591. Learning how to use Stata
-
20143. application of econometrics
-
6141. Posting annotated slides after lectures
-
9635. I loved the structure. I feel like I retained a lot. I also really appreciated what we did to boost our scores i the second prelim. I learned a lot from that too.
-
855. -The weekly labs, as they allowed me to apply the knowledge I gained from lecture
-
12993. Becoming familiar with STATA is a nice skill to have.
-
6172. I valued that it was an interactive class - the lectures were engaging and interesting. The professor was a very good lecturer.
-
12999. Case studies
-
13032. The lectures.
-
13014. Employing various devices to help students learn effectively. (e.i iclicker questions, group projects, labs, problem sets, etc.)
-
6139. I enjoyed the step by step guides during class which was very similar to the skills needed for the prelims.
-
9574. I think the exams were pretty helpful to my learning and Doug is an amazing professor who was able to teach every concept clearly.
-
23599. Doug knows how to simplify concepts
-
13112. The group work was good, Piazza was very helpful in asking questions I normally wouldnt have asked in class
-
16573. Using Stata as an alternative stats programming package to R.
-
30250. Prof McKee helps stimulate interest in the subject because he is a good lecturer. The problem sets also reinforce concepts.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

9602. Being able to see applications of what we learned.

20079. The course was taught incredibly well. While Prof. McKee did not sacrifice us learning complexity, he did make sure all concepts were explained with simple words so we weren't just spitting out formulas but truly understanding the subject. The course readings were also very on point - whenever I lost focus in lecture I felt like I could adequately catch myself up through posted lecture slides and textbook readings without feeling lost. I also really appreciated that the teaching team circulated during break out sessions so we could see if we truly understood something instead of being lost in the crowd of the lecture room.

23603. the real-world applications

13023. Participation

2999. I think the labs were extremely helpful in applying the material learned in class.

9636. Being introduced to multivariate regression and Stata.

20115. Lectures and Section were presented very well.

3021. Lectures accompanied with practice problems

13105. Group work

30287. The empirical project. I think working with models in a more hands-on builds better intuition about what's taught in lecture.

836. Working with classmates during lecture furthered my knowledge of the subject and kept me focused during class.

13017. lectures were informative

6207. The active learning initiative

27064. It allows students to think and understand those difficult concept

20091. Opportunities to talk with our group members. I learned a lot from them.

13080. The quality of the teaching. Professors McKee and Orlov deserve a raise, and the TAs are fantastic.

847. the lectures and problem sets

16452. I think the most valued part of this course was the examples that the professor worked through via the projector.

16537. Lectures

16448. practice questions where we discuss with groups quickly

9572. Discussion sections and discussion of STATA

9552. Lectures introducing new topics.

9613. The group work and discussion sessions

13007. Learning through extensive practice, very well done

20102. The applicability of the concepts we learned. McKee did a great job of explaining and engaging us.

33321. The example problems are all interesting & grounded

13087. The Lecturers.

20067. The iClicker questions

16526. Empirical examples, doing practice problems

2966. The problem sets were very helpful for my understanding of the course.

16561. Learning the pitfalls and the principles of doing data science

834. Learning how to use Stata and run data analysis

27111. A lot of the insights on how to interpret regression coefficients and building regression models with certain attributes

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

3045. I think Doug Mckee is an outstanding professor in that he genuinely wants his students to learn. I don't have much interest in stats/econometrics outside of the fact that its my major's requirement but I would love to take another one of Doug's classes.

953. Encouraging team work.

6142. Dougs enthusiasm and engagement with the class was what I enjoyed and valued most. It really goes a long way in building student interest.

20052. Professor McKee's comprehensive problem sets.

20187. Learning different methods of assessing the validity of different studies

9615. Teams were a good part of the class.

20178. Interactive lectures, clicker questions, group work, and practical applications (case studies). All of these aspects of the class required students to stay engaged/focused.

2920. Lecture examples/questions

6170. I liked the in class worksheets

13000. understanding the material

20152. The most valued part was definitely how well organized this course was.

9614. The lecturer and the TAs. Both were excellent and more than willing to help. They made a potentially tricky topic relatively easy to learn.

13068. For homework the section was. For prelims the lectures.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

C02. What do you feel is the least valued part of the course?

20105. N/A

16479. The readings.

20139. Section

2952. The fact that the exams had nothing to do with about 90% of the material.

16459. i clicker questions

2951. I personally feel as though the empirical project and group exams, even though they helped my grade, were neither necessary nor conducive to my learning of the material.

6201. Section. This class struggles with the teaching of stata and how unimportant it is on the exams/lectures/most of the hw. I miss section where we dug in deep into the material--I want an opportunity to do so (like we do in inter micro/macro).

20175. Group work in class

13063. Na

3009. The beginning. Longer review session at the beginning of the course

9551. The book

6177. Not the biggest fan of alternating between McKee and Orlov lecturing.

20063. To be blunt, George just is not the same lecturer as Doug and his lectures were just worse and I did not get as much material

857. office hours because there is way to many people.

9663. The least valued part of the course was the group tests. These did not help me learn much and were not worth the extended effort they required as it did not affect the individual grades enough.

6141. Stata- we never really did much with it

855. -N/A

6172. Group exams- Group work is beneficial, but it should be limited to problem sets and projects. I wish we did not have to take the exams with our groups.

13032. The long preliminary examinations.

13014. n/a

6139. Section can sometimes be a little dry due to stata which is a unknown program to most students so most of the class is focused on building functional stata work which is helpful, but can be boring

9574. I felt that some of the problem sets were too focused on STATA which didn't have a high correlation with understanding of material in my opinion and the exams didn't have STATA either so the problem sets were a bit tedious at times.

23599. Discussions with groups were relatively a waste of time

13112. none

16573. Maybe the HBR effect, and experimentation section. Not covered too well.

30250. Group exams don't really help. Also sometimes the group questions during lecture take too long.

9602. Lack of rigor.

20079. The group project. It doesn't feel like it's enhancing my learning but rather serves as a pesky extra assignment. I see why it would be interesting for the teaching staff, but I found

23603. problem sets

13023. Textbook

2999. I think the iclicker quizzes didn't really help me learn anything

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

9636. Empirical Project, especially the poster

20115. Group discussions were not that helpful.

3021. Section and in-class handouts

30287. In class quizzes because they don't rilly measure whether or not u read the assignments

836. The excessively long labs.

13017. problem sets

6207. Section labs

27064. some parts shouls be ignored

13080. The group tests have a lot of missed potential.

16452. The part that I least valued were the pre-class readings because they were very dry and I didn't get much out of them aside from being able to pass the quiz at the beginning of class

16537. Section

16448. worksheets

9572. Clicker quizzes, especially the earlier ones. They were discouraging

9552. Some of the time we spent working with our groups in class. Felt that your explanation of most examples and our working on a smaller amount would have been more beneficial.

9613. Approach to lecture material

13007. Make lectures disengaging

20102. I did not like how for group ratings for each other, some of my group members got worse grades when only one member in the group who really ruined the group had a bad subjective sense of those people.

33321. Sections are boring

13087. The groups. Towards the end, it was too easy to be reliant on them compared to learning the material myself.

20067. Some of the group work

16526. The constant grinding

9608. Take out any group related portion - creating random groups in a core course, where not every individual is willing to perform at a certain level, is unproductive.

2966. The project that we did with our groups.

834. The Empirical project seems to me to be tedious; I recognize its immense value but I felt it was kind of undercoverd in class

27111. Using Stata on assignments

953. None.

6142. The involvement in stata

20052. I didn't think section was as helpful as it could have been. The TAs know their stuff and are great at answering conceptual questions, but I felt that Stata is something that I could learn on my own time if I put enough work into studying the code used in lecture and just using Google. I wish section focused a little more on tackling exam-style questions or the theory behind what we are learning.

20187. Some of the labs were not very helpful

9615. The group prelims missed their general objective. Two short of a time period to teach/learn. More like if you know it write it.

20178. Labs- just felt like busy work to learn basic stata commands

2920. section

6170. Really disliked the group exams, it was just attempting to herd cats under severe time pressure and stress

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

13000. doing well on exams

9614. Nothing in particular. Everything seemed to have a purpose.

13068. The group worksheets in lecture

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

C03. What improvements (if any) should be made to the course?

20105. Adding another practice prelim

16479. None.

2952. If you're going to give problem sets, at least make them slightly relevant to the prelims. Using Stata and doing labs that are different from every question on a prelim make it really unclear what material I need to focus on.

16459. its a pretty well run course

2951. I would prepare many more data sets for the empirical project. Many of the data sets given for labs or problem sets, in my opinion, would have been much more useful towards the empirical project than the data sets actually given. Furthermore, I feel as though the timing of some of the due dates of the problem sets, especially in relation to prelim exams or final projects, were very unreasonable. This work should be distributed more evenly across the semester, rather than peaking sporadically.

6201. Hmmm it's really hard to resolve my aforementioned issue with Stata. Two directions: either integrate it further into lecture (meh!) or just give a hand out and let us figure it out. It's not that hard I think it should be the latter.

13063. Na

3009. More review

9551. N/A

6204. Have a bit more structured session when students work in their groups on in class activities; give us tips or how to progress in that activity when we are lost

6177. Have more review in sections

20063. Maybe a post-class quiz to make sure we understood the material he taught

857. more office hours

9663. Possible teach more about the material in class rather than having students propose their own solutions. This could have cleared up much confusion that I had over the course of the semester.

6141. No research project

9635. Perhaps more women could be encouraged to answer questions? It seemed male-dominated.

855. -Maybe give students more review materials/practice problems to reinforce concepts

12993. I've been fortunate enough to be placed in a group where I get a long with my members well, and there is no real friction between members. However, I am aware of more than one group that has serious in-fighting and issues working together. Obviously this is true for any class that implements a group element, but I don't think reviewing peers adequately solves the issue (reviewing group members is also quite vulnerable to being exploited).

In addition, while people are willing to help others in the group (because they have a vested interest in the performance of their team members), I have seen cases where people are unwilling to help people in groups other than their own, which is worrying.

6172. It's not fair that students are tied down to their groups, and must take group exams with their groups. Group work should be limited to problem sets and projects. It is always great to collaborate with others on problem sets and project, yet I wish we did not have to take the exams with our groups.

23626. concepts are not fully explained in class, lots of confusion

12999. More explanation on what's going on each slide

13032. The prelims could be made shorter.

13014. None

9574. I honestly didn't completely enjoy the group discussions during lecture even though my group was great. I felt like just having frequent clicker questions to reinforce learning, pre-readings, and using the time spent on group discussions to discuss more examples would be potentially more useful.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

The group exams weren't always helpful as well because I felt like there wasn't enough time to properly discuss the exam and it ended up being more the loudest people taking control of an exam and just writing down their answers. I'm not sure how much actual learning was a result of retaking the 2nd exam.

23599. Less focus on groups because I felt it negatively impacted my experience

13112. none

16573. Prelims: 2-stage idea with individual and group components is a cool idea, but I heavily dislike how it was implemented this year. The way it was run this year was an individual component that lasted 75 minutes, then a 5 minute break to congregate with your pre-assigned group, and then another 75 minute section, in which you could collaborate but received a new exam packet and thus had to redo all the work from the individual part.

I have 2 qualms with this: The individual part was too short, leaving me to rush to finish within the 75-minute section, often making dumb mistakes that could have been fixed if I had enough time to go back and check them without as much time pressure.

My 2nd qualm is the part when we have to redo the entire test. This wastes valuable time actually collaborating to find the solution. What I propose is for someone in the group to volunteer his/her exam as the group portion, and then groups can save time actually working to improve the current exam instead of wasting time re-writing the exam, which honestly takes up 95% of the effort.

Ultimately, I would like still having a 2.5 - hr exam, but organized with a 1.5-1.75 hr individual part, and the remaining 45 minutes and 1 hr for the group portion (prefer 1.75/.75 setup).

30250. Less time for group questions, individual exams,

9602. More formal definitions.

20079. Should be given less time during the handouts - my group usually used about half of the allotted time for group discussions.

I also think F-tests and in general how to decide which items to keep in your model / which models should be used could be explained better. I also think the use of " $\log(X)$ " as a variable should be explained more.

23603. problem sets should be worth more since they are so long

13023. Either give students more time for the prelims or make the prelim shorter

2999. No,

overall i enjoyed the course a lot

9636. The uploaded lecture slides were at times hard to understand with a lot of ambiguous answers to questions.

20115. Complete more practice problems in lecture.

3021. Better TA's, more practice problems worked through in class slides as opposed to open-ended exercises on handouts

13105. It would be helpful to learn how to do the sort of problems we see on exams in section rather than always using Stata.

30287. More active problems to solve or examples to follow in class. Less blocky text, which is hard to stay focused on. More mathematical derivation from time to time when equation looks difficult to understand intuitively

836. Problem sets are very tedious.

13017. quizzes should be more straight forward, exams should be more relevant to practice exams

6207. Less section labs

27064. Be more precise in PPT

20091. Less questions on the problem sets

13080. Special effects. Everything is better with special effects.

But seriously, this class is one of the best I've been in. There's always room for improvement, but there's no need for major change. If it ain't broke don't fix it.

16452. I think the class could be improved if it was slightly less group work oriented because I found that a lot of times no one in my group really knew what to do or what the next step was and then the group activities weren't super productive.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

16537. Class is good as is

16448. less time discussing as groups--end up getting distracted

9572. Tests should be written better: questions were not too hard, but they were too long and sometimes worded awkwardly and too tricky

9552. Small refreshers on units that were taught far earlier. Easy to forget the basics when your looking at the more complex topics.

9613. More concise and clearer slides.

13007. Sometimes concepts during lectures are explained in a roundabout manner leaving me confused as to the real point of an instrumental variable for example.

20102. Spend less time doing the group parts. Or if you're going to do group activities in class, do it outside a lecture hall.

33321. Lecture slides could be better annotated

13087. I personally don't agree with the group aspect

20067. When assigning the group research project, release all the data sets so that there are ample options

16526. More explanations for what is required for empirical project

2966. The project should be adjusted in some way.

16561. Better integrate empirical project

834. Please explain the Empirical Project more with a more detailed timeline!

27111. Less Stata, felt mostly tedious and didn't really enhance my knowledge of anything except how to use Stata

953. Can have more verification.

6142. Less stata

20052. I felt the course was pretty sound.

20187. Can't think of any

9615. I think we should do bigger projects that we have certain in class to do. I think the handouts are not tremendously helpful. Projects with a larger scope, presentations, etc. may provide a better measure of knowledge and engagement.

20178. Eliminate labs from problem sets so that problem sets provide more relevant practice for prelims.

6170. Remove the group exams

13000. make exams represent the material

20152. no improvements

9614. None

13068. Maybe some formal teaching would be good too.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

C04. General Critique

20105. Some content was not understood once it came time for the prelim

16479. Good class.

20139. I thought it was a good class. I feel like I actually learned.

2952. I didn't know what material I was supposed to focus on and I didn't know how this information would be presented on a test.

16459. grading is weird

20142. The course was very helpful. Prof. McKee is a brilliant teacher and knows from experience how to explain complex concepts through simpler pedagogical methods. He also has an awesome taste in music!

6201. You are all good profs and TAs keep it up!

20175. I'm not sure how much all these new learning techniques helped (I'm sure they did some), but the sincere motivation (and the expression of the motivation) to teach effectively were just as important.

13063. na

9551. He's a really good instructor but can kind of drag on with certain things, able to use phone in class

6177. Fantastic class- the way it was taught made me actually retain the information.

9663. Very interesting material that is inherently difficult for students. The class maintained a good atmosphere but I feel that lectures did not teach me as much about the material as I would have liked.

6141. Really enjoyed this course, the only thing I was not a big fan of was the research project since it just felt like a chore rather than spending time learning anything

9635. I really loved this course! It felt like a true Ivy League course because of its well researched method to teaching.

855. -Overall, I really enjoyed this class. I had no knowledge of econometrics coming into this class, but now I feel like I've learned a lot about it and really discovered a new area of interest.

12993. I feel like there are good intentions behind the active learning initiatives, but if anything kids are more likely to tune out when given the time to chat with one another.

6172. Great class - I learned a lot and appreciated the challenge. I also enjoyed lectures, and felt that Professor McKee was a very good lecturer, who kept the class engaged.

13032. Overall good yet hard class.

13014. This is the course in which I learned and grew most.

6139. I enjoyed the course and especially the professor and thought it was well structured. I previously took BIOEE1780 which also heavily focuses on group learning/flipped classroom and thought this was a much more appropriate take on the flipped classroom. BIOEE1780 was too forced in terms of questions and exercises that were monotonous.

9574. I was not a fan of how the way the 2nd exam was retaken and I think that it should have just been curved.

23599. Overall a good course which thought me how to effectively create statistical models, did not enjoy the group part, but this was mainly because I was in a bad group

13112. I liked the course

16573. I'd prefer it if you have powerpoints but incorporating more whiteboard/boardwork. Doing work directly off a Powerpt tends to rush the pace a little, while writing on a board slows things down a little so students can grasp concepts in lecture better.

Also see above critique about 2-stage exams.

30250. Overall cool, sometimes the group work was a bit annoying but I guess it makes you think about the material you're learning about as you learn it

9602. Lacked foraml defining of key vocabulary especially in slides. Too much reliance on creativity and trusting.

20079. Overall one of my favorite courses at Cornell. Taught in an engaging, rigorous, yet non-stressful manner. I feel confident with content matter and interested in learning more on this topic.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

23603. great class overall, learned a lot

13023. Great course, pretty good instructor

9636. The only reason I was able to learn some of the material is through questions asked on Piazza. This should not be the case; all material should be clearly explained in the lectures and posted slides. Piazza was sometimes more important than lectures.

20115. Great class with some flaws.

3021. I would prefer if we had more practice that was designed to mirror how the exams would ask questions (besides just past prelims)

I also did not think it was appropriate that when we had our exams handed back, I had an answer identical to my peer's but I was only given half credit while my peer was awarded full. I brought this up to my assigned TA and they simply said that my peer should not have received full credit and left it at that.

30287. Felt that lecture time was sometimes disorganized. Not enough time spent on some topics, like fixed effects. However in general instructors and TAs did a great job clarifying material in an accessible way!

836. N/A

13017. much better than expected

6207. Less section labs

27064. It is an overall good course

20091. I think this was a good class. I really enjoyed applying the theories to real world examples, like the Titanic lab. I just think that the problem sets were a little too long, as each of the problems had several parts to them.

13080. I assumed this class would suck because it was required for my degree and all the other big, required lectures for my degree are boring and painful. My assumptions were wrong, however. Not only was this class, by far, the most enjoyable class I had no choice in taking, but it was also one of the best classes I've ever taken period. I was really surprised how fun learning Stata and digging around in the data became.

This entire class is like when you find out that the required textbook reading you have to do is more fun than playing a new video game.

847. great class!

16452. none

16537. N/A

16448. great course

9572. Good course, but assessments must be made better

9552. None.

13007. Great course, excellent professors, excellent TAs

20102. Overall a wonderful class, group work became difficult for us, but we worked through it. Very challenging but rewarding.

33321. Very good course, overall

13087. N/A

16526. Very well-paced course, sometimes can be a bit dry because of all the numbers and nature of grinding

2966. Overall, Doug is a very smart guy and the course was better than I expected, especially since it is Econometrics and sometimes that is a dry subject. Thanks!

834. Overall, excellent class. Doug is a truly phenomenal professor and it was a pleasure to be his student for another semester.

27111. Good class to extend on a basic stats course

953. None.

6142. You guys are doing a great job! Perhaps make the empirical project more clear

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

20052. I enjoyed the course.

20187. The class was great and I thought the TA's were awesome

20152. Doug is a really smart guy and does a great job explaining the concepts in class. the participation portion of class can helpful sometimes, although I had trouble staying focused during. overall one of the better classes I've taken from the econ dept.

9614. Very good class, great lecturer, great TAs

13068. Overall good class

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

C05. How did this course enhance your understanding of Economics?

-
20105. Learned how to combine statistics with econ
-
16479. In many ways. I have a better understanding of how statistics are applied to economics.
-
2952. Considering I copy edit for the Economic Review, the understanding of the different types of tests and regressions that can be ran to evaluate certain ideas has helped me edit papers more fully.
-
16459. helped me understand the math of it
-
6201. I have the statistical tools and practice applying them to tackle more issues in economics. Invaluable.
-
23650. Learning regression models and Stata were really helpful because they're used in the real world. For example, I witnessed a mock interview in which they asked about regression models and their application to patent lawsuits.
-
13063. na
-
3009. I learned how economic models work in the real world.
-
9551. It helped me learn more about the more statistical side of economics
-
6177. The empirical project allowed you to look at real statistics and the concepts we learned are applied in real life.
-
20063. 1000%. Forever grateful to Doug, really explained everything so well
-
9663. I now understand Economic modeling much more and how to show correlations and relationships between various variables and instruments. My understanding of Economics was furthered significantly by this course.
-
20143. New research methodologies
-
6141. It gave me a good understanding of a lot of the statistical application of Economics
-
9635. Doug encouraged a growth mindset and organized/ set up things in a way that's easy to understand.
-
855. -This course really helped my understanding of economics, as it allowed me to learn about tools used to model/solve fundamental problems
-
12993. I have gained a very substantial understanding of various economic models, which has come in useful in other facets of academia, such as when trying to comprehend complex methodologies in research papers.
-
6172. Definitely--I learned to think and question many relationships in economics. I learned about how one can draw relationships between variables in the real world, and how data can be analyzed to reflect trends.
-
12999. By a lot
-
13032. It taught me more about Stata and its applications.
-
13014. This course enhanced my understanding of Economics through reviewing statistics, providing knowledge and techniques to analyze data, and introducing skills to clearly see and interpret social and economic issues.
-
9574. I think it helped a lot! I think the economics major can be pretty hand-wavy and even allergic to math at times, so it was really nice to get a more theoretical class for Statistics which really gave me a better understanding of stats.
-
23599. Completely
-
13112. It gave me a basic understanding of techniques. I wouldn't venture as far out to say I have mastered them, would have loved to spend more time on the class. But Doug and the TAs are great, they have instilled a curiosity in the subject that I would like to take forward at some point
-
16573. This class was mostly statistical, so I didn't learn really much about Economics and its theory.
-
30250. I think it helped me understand how statistical studies are done and different methods they use, and what is significant and what isn't.
-
9602. Showed me applications of mathematical econometrics
-
20079. Greatly!
-
23603. yes

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

13023. This course focused more on the tools and methodology economists use to conduct research and analyze findings rather than the theory behind economics, which economic theory classes extensively cover.

2999. It allowed me to see that there was more to economics than just old theories and helped me apply economics to real world issues

9636. Not much connections were directly made to economic concepts. Of course we observed data necessary for economic theory but the connections were shallow at best.

20115. I gained a better understanding of data interpretation in an economics context.

3021. refreshed topics learned in stats and how they apply in economic research

30287. Overall, I learned a lot about regression, and it was really interesting! I liked seeing application in real examples. Sometimes though, just following certain logical felt vague and lacking concrete-ness?

836. Gave me a more quantitative, statistical outlook on the subject

13017. helped understand research studies a lot more

6207. Econometrics is a key part of economics

27064. There are a lot of statistic involved in economics.

20091. I learned how economics works not only in theory, but in the real world.

13080. Stata. The way Stata is taught is perfect. Stata and using technology :D:D:D:D:D:D:D:D:D:

16452. It introduced a whole side of economics that I hadn't really explored before and definitely enhanced my understanding of the way that research is conducted in economics.

16537. Before the class I had no idea what regressions were. This class was interesting and informative.

9572. It gave me knowledge about statistical methods and ways to try to establish causality

9552. I now understand the use of big data to prove or disprove economic theory.

9613. The hard exams forced me to gain a deeper understanding when preparing for the exam

13007. Increased my understanding of econometrics and its vast applications to real life.

20102. This course greatly enhanced my understanding of Econ and gave me a confidence to do research in the future on economic trends. I would love to have an opportunity to study the labor market if there are research opportunities available on campus!

13087. Marginally.

16526. A bit for the theory part of Economics

16561. Intuition behind testing economical theories

834. I learned so much more about data analysis and Stata, which was incredibly helpful!

27111. Mainly on how to analyze regression models

953. It helps a lot.

6142. It was very helpful in advancing my understanding of statistical methods, less so of Economics.

20052. It helped me understand how to draw conclusions from economic data.

20187. It gave me tools to engage with literature and papers about economics, as most use some form of regression analysis

20178. Doug's interactive teaching style has made him one of my favorite professors at Cornell.

13000. it give me a general understanding how to analyze data in a comprehensive manner

20152. really helped me understand how to use regression models and how to translate numerical coefficients into words that can answer interesting and important questions.

Cornell University
Course Evaluation Response Summary
Semester: Spring 2018 Course Owner: ECON
Course: ECON 3120 LEC 001 CID: 7722
Title: Applied Econometrics
Instructor: McKee
109 Responses, 118 Enrolled, 92.37% Response

9614. It taught me the fundamentals of Econometrics and strengthened my skills in Stata

13068. The applications really helped me see how it applied to economics.