

Midterm Student Evaluations

Harvard University | Economics 970 | Fall 2026

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This report was prepared from the original evaluations in Excel format, which are available upon request.

All written answers are reproduced without changes. Responses are grouped by question and shown in their original worksheet order.

Numerical summary

10 responses. Each rating question received 10 numerical answers. The columns labeled 1 through 5 show the number of responses at each value.

Question	n	Mean	1	2	3	4	5
I understand what is expected of me in preparation for class and in-class discussions.	10	4.60	0	0	0	4	6
I understand the purpose of each class and what we are trying to accomplish in discussion.	10	4.50	0	0	1	3	6
I feel comfortable participating in the discussion and responding to other students' comments.	10	4.80	0	0	1	0	9
My tutorial leader strikes the right balance between allowing for free discussion and explaining concepts.	10	4.70	0	0	0	3	7
I understand the readings better after class discussion.	10	4.90	0	0	0	1	9
The papers assigned thus far have been clearly explained, and I know what is expected of me.	10	4.60	0	0	0	4	6
The feedback I have received on written assignments will help me to improve my writing skills.	10	4.60	0	0	0	4	6
The quality of the readings is high.	10	4.80	0	0	0	2	8
The tutorial leader explains new concepts clearly.	10	4.70	0	0	0	3	7
I feel my background in economics and/or math is adequate for understanding the material covered in tutorial.	10	4.30	0	0	2	3	5
Grading of assignments thus far is consistent and fair.	10	4.70	0	0	1	1	8
My tutorial leader clearly communicates what I need to do to improve my grades on written assignments.	10	4.60	0	0	0	4	6

The original spreadsheet does not include verbal labels for the rating scale or the number of students enrolled. No response rate or combined overall score is calculated.

Written responses

What were the main points discussed in tutorial today?

1. Stereotypes
2. The assigned paper around stereotypes.
3. Stereotypes, social cognition approach, distinctions in groups that create stigmas
4. Stereotypes and the midterm
5. Stereotypes and biases and how we as human compartmentalize them and the mechanisms behind what's driving them
6. What stereotypes are, how they are built, specific details about bayesian updating vs human updating their belief system
7. stereotypes and biases as well as the mechanisms driving them and why they are inaccurate
8. Stereotypes come in different forms and are VERY wrong. There are "kernels of truth" to using representative heuristics, but this is a social cognition bias.
9. In today's tutorial we discussed how biases (specifically stereotypes) influence behavior. We discussed a paper describing a statistical framework for how biases are formulated and how they inform beliefs. We addressed that biases are not necessarily inaccurate, but are also often (if not definitionally) statistically inaccurate or the result of statistics in one group that are overly weighted compared to other groups because they are more prominent in that group specifically (for example 10% of that group vs 2% of the population).
10. We talked about stereotypes and how those affect our decision-making.

What was most confusing or unclear about the tutorial today?

1. The distinguishing factors between theories about stereotype formation
2. The math part of it.
3. N/a
4. The math aspects of the paper
5. The equations
6. It was all clear
7. Understanding the 3 mechanisms clearly and where the author proved why they were not viable
8. Models
9. Generally, I'm still not clear about how this framework differs from general Bayesian reasoning, it seems like the paper is just rephrased method of applying Bayesian intuition.
10. What should we do to change our stereotypes.

What could your tutorial leader have done to help clear up the confusion?

1. a venn diagram outlining the differences??
2. Not much more this is something I need to study
3. N/a
4. Maybe dwell on the math a bit longer
5. It is just very advanced so not much
6. I think that the slides and the example with the rations vs using baye's rule helped clarify any confusion I might have had at the start
7. He did a great job. Speaking in simple language and laying it out on the board
8. Did very good job explaining in simple words
9. I don't think this was a problem that could be reasonably cleared up in section without diving too deep into the mathematical formulation of the paper.
10. Provided more clarification on that.

What do you like best about your tutorial?

1. The pacing
2. When there is ambiguity around a topic and we are asked for our opinions on it
3. Deep dive into behavioral econ topics and how they impact decisions and judgement making
4. The papers are very interesting
5. My teacher is very understanding and thoughtful
6. I think the readings are incredibly thought-provoking, the assignments are rewarding, and Luis's teaching makes me better at reading papers and understanding mathematical models without being overwhelmed.
7. Open discussion and ideas communicated clearly and straight to the point
8. How much passion he has for the material and his dedication to our learning / being a good professor
9. I like that that full comprehension of the paper is not expected. Our tutorial leader is very open to giving fully comprehensive explanations regardless of if it was addressed in the paper or not which helps a lot with comprehension especially if I misunderstood something from the paper.
10. It is small group and he leads us with questions.

What would you like to change about your tutorial? How would you suggest this change be made?

1. Nothing glaring in mind
2. More debate
3. The room is really hot and stuffy
4. Maybe a math primer before every reading that explains the relevant background
5. Not much but maybe no R assignments as they feel not necessary
6. Nothing!
7. More general economics knowledge, not always so specific to the papers
8. I enjoy writing on the board, maybe we can draw a concept map to connect and categorize everything we learn as a group.
9. I don't have any recommendations as of now.
10. I am not familiar with anybody in the class, so I get nervous when speaking up. I would suggest more activities to get familiar with each other?

What could you and other students in the class do to improve the learning process in this course? How might you and they be persuaded to do what you are suggesting?

1. maybe discussing readings more between classes to collaborate on further discussion
2. Be more attentive in class overall. Banning technology is one way.
3. Going to more office hours to receive feedback on writing assignments
4. More people doing the readings
5. The R assignments feel a bit random and unnecessary.
6. More participation (by making sure we all do the readings)
7. Go through the readings very carefully and challenge yourself to not use other tools. Reading econ papers is a skill you can practice!
8. Come more prepared by reading and understanding the math models.
9. In-class group activities replicating the paper results have been very helpful for intuition.
10. Do more study sessions together.

Responses about time spent on the course

Answers are reproduced exactly as recorded, in the original worksheet order. Response numbers correspond to the numbered answers in the preceding sections.

On average, how many hours does it take you to prepare for each tutorial meeting (not counting writing assignments)?

Response	1	2	3	4	5	6	7	8	9	10
Answer	1-2 hours	3-4 hours	1-2 hours	1-2 hours	3-4 hours	3-4 hours	3-4 hours	1-2 hours	1-2 hours	3-4 hours

On average, how many hours per week do you spend completing written assignments?

Response	1	2	3	4	5	6	7	8	9	10
Answer	3-4 hours	3-4 hours	3-4 hours	5-6 hours	3-4 hours	3-4 hours	5-6 hours	5-6 hours	5-6 hours	7-8 hours

How many hours per week do you think you should be spending on the tutorial?

Response	1	2	3	4	5	6	7	8	9	10
Answer	1-2 hours	3-4 hours	5-6 hours	5-6 hours	3-4 hours	7-8 hours	7-8 hours	7-8 hours	7-8 hours	5-6 hours