



ECON 11020 3 - Introduction to Econometrics - Instructor(s) - Oscar Galvez-Soriano

Project Title: **College Course Feedback - Autumn 2024**

Number Enrolled: **69**

Number of Responses: **31**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, January 31, 2025**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How to draw causal links through data analysis.
How to model an outcome of interest against several independent variables. More specifically, using ordinary least squares to model the coefficients between some variables; we were also taught how to perform significance tests, how to create dummy variables, F-tests, etc.. Concepts like endogeneity and heteroscedasticity were introduced. The professor also introduces attempts to solve for causality. Then difference-in-difference model and randomized control trials (which were in no way new, though), the use of instrumental variables, staggered DiD, regression discontinuity design, etc..
Regression analysis and how to interpret data.
Different regressions and when to use them
The methods to make causal inferences in the context of economic policies.
nothing
I learned econometric and statistical concepts that built on prior statistics courses.
How to use regression to establish causal relationships
The theory and functioning behind a variety of approaches to creating linear regression models to gain causal conclusions.
OLS regressions, DiD regressions, how to infer causality, how to interpret data from regressions
<ul style="list-style-type: none"> – fundamentals of OLS regression (assumptions, basic linear algebra, derivation of estimators) – econometric tools(differences-in-differences, regression discontinuity, instrumental variables) – application of econometric tools to various datasets
Using statistics in economic analysis
Econometrics, applications and theories. What employers might expect from you as well. Case studies to actually engage with what you are learning as well as coding practice assignments. A lot of helpful material is provided in this class and all of it contributed to a better understanding of econometrics.
Methods of regression and experimental design to merit causal inference.
Building regressions, alternatives to randomized controlled trials
Staggered DiD – new methods in literature
Interpretations of econometrics models and STATA.
Lots about regressions, different real world examples and learning how to use econometric models to analyze data
Econometrics!! Dummy variables, fixed effects, panel data, different regression instruments.
I learned how to use econometric models to analyze data, including basic use of Stata.
Hypothesis testing, causal inference methods (RCTs, DiD, RDD, IV, etc.)

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
The course lectures were very important in this class. I think a lot of students skipped a lot of them, which made it a lot harder. There were also P–sets, but with only one every two weeks, you have to hold yourself accountable.
Lectures taught us some of the concepts, and also led us to create our models using STATA. I didn't attend the TA discussions that met weekly.
Assignments were where I learned the most, as they may make sense during lecture but actually committing it to memory and fully understanding the topics came with doing p–sets.
Classes were somewhat helpful but in the first half of the quarter it was highly unclear what was important information and the explanations for STATA were unclear for someone like me with no STATA experience.
The lectures were very intense, but contributed to my learning
Homework assignments were most useful in contributing to learning
Lectures, PSETS, and our final project all were highly demanding and required lots of self–learning which was conducive towards my overall understanding.
Lectures were very helpful. Discussions were also great.
Lectures were good and interesting. Discussions were not that useful.
– the problem sets were most helpful for learning — especially working out the estimators for OLS and matrix form for OLS – lectures were generally helpful — slides did not contain all information so lecture attendance was critical.
Lectures gave you all the knowledge to use in your PSets and Exams
Lectures are vital and discussions are very helpful.
Lectures were helpful but could've done with a little less jargon. I feel that they assumed a higher level of familiarity with mathematics and statistics than would be reasonable for students taking this course.
Project presentation was useful in preparing for the final
The discussions were rarely attended by students in the course since they just talked about homeworks whose deadline has already passed. Although students asked for additional problem sets, the discussions did not change. Assignments were mostly STATA based which was strange since this is not a STATA course and STATA formulas did not appear on the final. Lectures were alright.
Lectures were helpful, problem sets were the most helpful in terms of preparing for exams
Lectures were useful, didn't attend discussions, homework was good to reenforce class material. Group project at the end was also good.
Lectures were mostly helpful. Professor does not post lecture notes so it's helpful to attend class. Only issue is that he does not always mention important details tested on exams.
You must attend lectures to do well in this course.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.62	5.00	0.00%	0.00%	3.85%	30.77%	65.38%
I understood the purpose of this course and what I was expected to gain from it.	4.22	4.00	0.00%	3.70%	11.11%	44.44%	40.74%
I understood the standards for success on assignments.	3.89	4.00	0.00%	11.11%	25.93%	25.93%	37.04%
Class time enhanced my ability to succeed in graded assignments.	3.89	4.00	3.70%	3.70%	25.93%	33.33%	33.33%
I received feedback on my performance that helped me improve my subsequent work.	3.89	4.00	0.00%	3.70%	33.33%	33.33%	29.63%
My work was evaluated fairly.	4.11	4.00	0.00%	7.41%	14.81%	37.04%	40.74%
I felt respected in this class.	4.07	4.00	3.70%	11.11%	7.41%	29.63%	48.15%
Overall, this was an excellent course.	3.70	4.00	0.00%	18.52%	18.52%	37.04%	25.93%

Additional comments about the course:

Comments		
The course is difficult, but I think basically everyone takes it as a requirement.		
There was not any guided preparation of any form for the final exam. Also, there is a group activity in which you need to present your understanding of an investigation he made with your groupmates. There were some trivial requirements in that too. For instance, you aren't supposed to use any screenshots from your STATA codes and outputs, etc.. Homework with STATA can be a headache, especially if you can't get STATA onto your Mac.		
N/A		
I would recommend not having the group project due the Monday after Thanksgiving. In our group, multiple people were unable to make time over the break due to prior plans. This meant only a few of us had to do almost all of the work on short notice and with only two opportunities to see the professor before submitting. This made it harder to celebrate the holiday with family. I would recommend assigning the project earlier than the last day of class before break and then giving us till Wednesday afternoon to submit.		
Oscar is an okay lecturer but he gives unclear instruction on assignments and tests		
Frankly, the format of the class presentation was unfair and caused unnecessary stress. The fact that each member could be called on and their response determined the grade of all of their fellow group members seemed somewhat malicious and did not help learning.		
Overall, this course was interesting but frustrating. First of all, the grading was too harsh. Secondly, I feel that we didn't have enough practice materials for the midterm or final. Sometimes it felt like Prof. Gálvez–Soriano didn't want us to succeed.		
<p>– Truthfully, this was, at the same time, both one of the most applicable and useful courses I have taken at UChicago and the most poorly organized and confusing. The content is actually highly interesting and the professor provides lots of great examples, but there are truly some things that need to be fixed in this class going forward.</p> <p>– Provide practice midterm answer keys (or at the very least, provide them to the TAs) — I received conflicting information from the TAs when asking questions on my practice midterm answers because there was no answer key provided to us or them. In one instance, the TAs each gave me the opposite answers to a question and they themselves admitted they were unsure of what was correct.</p> <p>– Assigning a project over Thanksgiving break to be due 9th week (exactly a week before the final) was truly not appreciated. Traveling, trying to spend time with family, and generally catch up on other work/study for finals over break is made infinitely more difficult when you stack a group project on top of it. If the project had been assigned earlier with more time to work on it I truly would not have minded. But cutting into a break with a sizable project is truly not conducive to anybody's general wellbeing.</p> <p>– On the project itself — waiting until the day of presentation and sending half of the groups home (without any advance warning) so that we wouldn't hear other presentations was also truly not appreciated. Timing around 9th week is tight as is, and having to give a presentation on a date on which we did not know and could not have planned for (which, in my case, falls on the same day as another final exam). The fixes to this are numerous and so easy: create more presentation prompts, schedule the project earlier, and let us know in advance so we can plan.</p>		
I wish we only had more practice problems.		
The project was not planned well. The professor expected us to work during Thanksgiving break because he gave us the prompts on Wednesday before break, and the project was due Monday after break. Additionally, he had every group show up to a 9:30 AM class to present our projects even though only half of the groups were presenting, and he wanted the other half of the groups to leave the classroom because he would be asking the same questions for groups that had the same prompts. Would have been easier to send this information in an email. Additionally, he was unclear about what the final would be about (no practice final), and his office hours are not particularly helpful.		

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	12.50%	87.50%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
The instructor had students do examples in class that helped a lot. It forced you to engage with the lecture and figure out what you didn't understand very quickly.
He helped us build models. Maybe leading us in taking the steps to use STATA could help us significantly in homework, but I didn't attend a lot of the lectures at the start of the course.
Examples in class.
Prof. Soriano was very willing to answer students' questions in class and made himself available outside of the class for class-related and even non related discussions. He is low key funny too.
Probably that the lectures were well organized by topic
The slideshows being posted was very useful for review
The assignments themselves as Professor Galvez Soriano expected a higher level of understanding
His lectures were good and he always answered questions students had, which I appreciated
Presentations and homework was great. However, the presentation aspect at the end of the class was kind of interesting in the way it was graded.
Conceptual explanations of the statistics tests
Makes a lot of practice coding material with written out information on what is happening and why that is important.
Lecture slides, derivations/matrix multiplication done on the board
Pratice RCTs
He was very passionate about the topic and cared for students' learning experience.
Lectures, and Stata example
Lectures

What could the instructor modify to help you learn more?

Comments
I think lower stakes, more frequent problem sets would have been helpful, but overall a well taught course.
I don't know, actually. I still think the course is structured reasonably, though the presentation was perhaps not necessary and could be replaced. By what I do not know. A group fix at five numbers can also upset any groups who only wish to have four members.
Maybe explain the homework answers a little more intuitively.
I would have appreciated a better indication of what was important and what was important to prove a future concept but wasn't likely to be a large portion of the exam. I would have also appreciated a practice final.
he could just help to give more instruction and direction for exams. he didn't provide us a practice final and the project guidelines were quite unclear.
The whole class was very difficult with often very little help from the professor or TAs, but the class presentation needs to be changed. It is unfair to assign group work over Thanksgiving break, since the logistics of that make it very difficult to collaborate. Furthermore, the format of the presentation caused much unnecessary stress and worry.
Too much important information was only mentioned verbally or written on the chalkboard which made it difficult to review after class if you missed something important, which was nearly guaranteed given the amount of content covered. I wish all of the information was on the slideshows
make requirements and instructions more clear on the final project and more guidance and transparency on what's required for the midterm and final
Make the psets based on completion, add more detail to the slides, provide more practice before the midterm & final
– OH later in the day — 8AM MW is not particularly helpful.
Dedicating more time to explain each concept and let us practice
Start from a more ground-up perspective before diving into the economic and statistical implications of a particular topic.
Clearer expectations for success, especially regarding the project presentation. He seemed to take off points and give grades arbitrarily
N/A
Enforcing the Stata assignments more, drill in the difference between DiD, RCT, IV, and RDD.
More direct Stata instruction before setting us off to complete our in-class practice worksheets.
Be more clear about what we need to know for the exams. The second half of the class was all about causal inference methods, which means class and problem sets required coding. Coding was not tested on the final so it was confusing on what to study.
Be more clear about what material will be tested or not. We went through so many derivations in class and on our homeworks that never really built on each other, and it was unclear which ones were important to know

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.23	4.00	0.00%	0.00%	19.23%	38.46%	42.31%	0.00%
Presented lectures that enhanced your understanding.	4.27	4.00	0.00%	0.00%	11.54%	50.00%	38.46%	0.00%
Facilitated discussions that were engaging and useful.	3.83	4.00	0.00%	7.69%	30.77%	19.23%	30.77%	11.54%
Stimulated your interest in the core ideas of the course.	4.12	4.00	0.00%	0.00%	23.08%	42.31%	34.62%	0.00%
Challenged you to learn.	4.50	5.00	0.00%	0.00%	3.85%	42.31%	53.85%	0.00%
Helped you gain significant learning from the course content.	4.15	4.00	0.00%	0.00%	11.54%	61.54%	26.92%	0.00%
Was available and helpful outside of class.	4.12	4.00	0.00%	3.85%	19.23%	34.62%	38.46%	3.85%
Motivated you to think independently.	4.04	4.00	0.00%	0.00%	16.00%	60.00%	20.00%	4.00%
Worked to create an inclusive and welcoming learning environment.	4.08	4.00	0.00%	7.69%	15.38%	38.46%	38.46%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.15	4.00	0.00%	0.00%	19.23%	46.15%	34.62%	0.00%

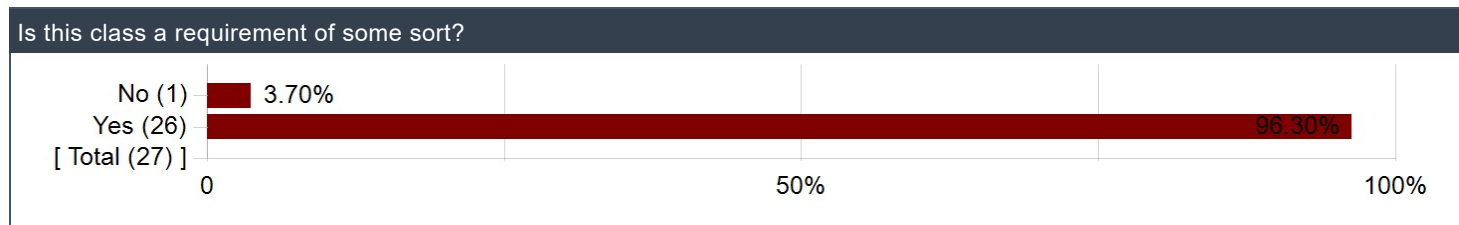
Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Lauren Qu. She graded our homework, with a slight degree of harshness (not much, though). Sometimes not too elaborate. I haven't talked to her much, so I don't know.
Lauren and Ahona were very helpful outside of class. I think what I appreciated the most was them being very responsive. Lauren even emailed me paragraphs of feedback.
Lauren Qu, Ahona Roy
Ahona and Lauren – were very nice and willing to help but could've provided more guidance on course content
Ahona Roy and Lauren Qu—they were great! Super nice and available. Always quick to answer questions.
Lauren and Ahona. Both were available in OH. Lauren was generally pretty helpful in answering questions about the material. I stopped going to Ahona's OH after I received confusing and conflicting information with respect to the practice midterm.
Ahona Roy
Lauren. She was very thorough and took time to take sure you understood the material.
Lauren Qu. Very helpful and informative both during office hours and via email.
Ahona and Lauren
I don't know their names.
Lauren Qu and Ahona Roy
Lauren Qiu
Ahona & Lauren
Ahona was an awful TA. During the few discussion sessions I attended and office hours, she would be Googling responses and would speak extremely quietly. Lauren, on the other hand, was a better TA and was responsive in terms of answering questions. However, discussion sessions were not helpful at all.
Lauren was very responsive to emails and really took the time to address my question...I was really impressed by her thoroughness

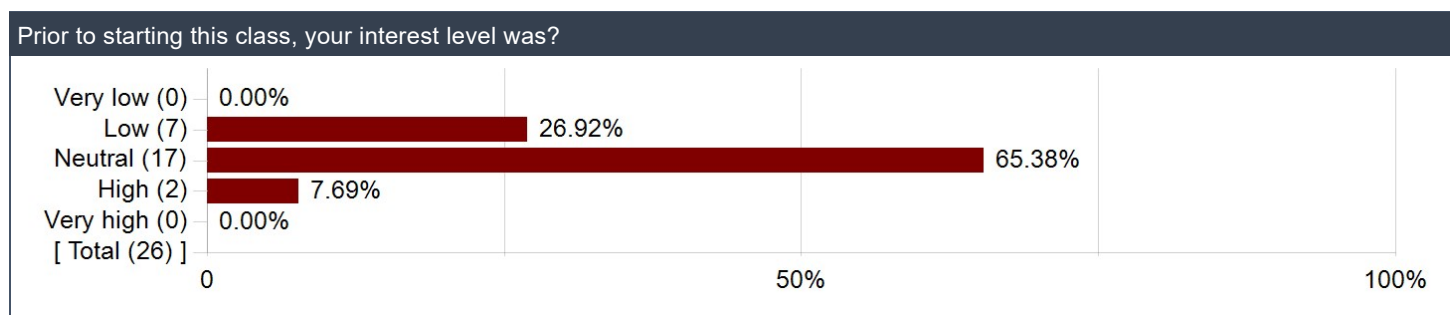
The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	3.63	3.50	5.88%	0.00%	41.18%	23.53%	23.53%	5.88%
Gave you useful feedback on your work.	3.76	4.00	5.88%	5.88%	23.53%	35.29%	29.41%	0.00%
Stimulated your interest in the core ideas of the class.	3.56	3.50	5.88%	0.00%	41.18%	29.41%	17.65%	5.88%
Challenged you to learn.	3.63	4.00	5.88%	0.00%	35.29%	35.29%	17.65%	5.88%
Helped you succeed in the class.	3.75	4.00	5.88%	0.00%	35.29%	23.53%	29.41%	5.88%
Was available and helpful outside of class.	4.18	5.00	5.88%	5.88%	11.76%	17.65%	58.82%	0.00%
Overall, this individual made a significant contribution to your learning.	3.65	4.00	5.88%	11.76%	23.53%	29.41%	29.41%	0.00%

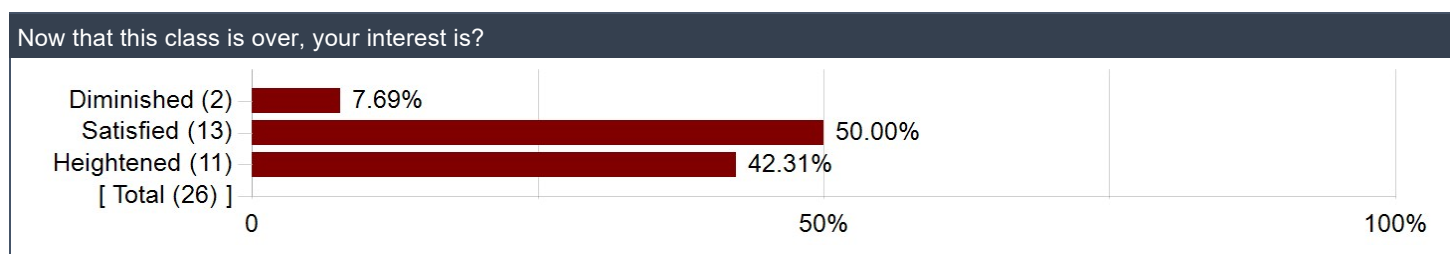
Is this class a requirement of some sort?



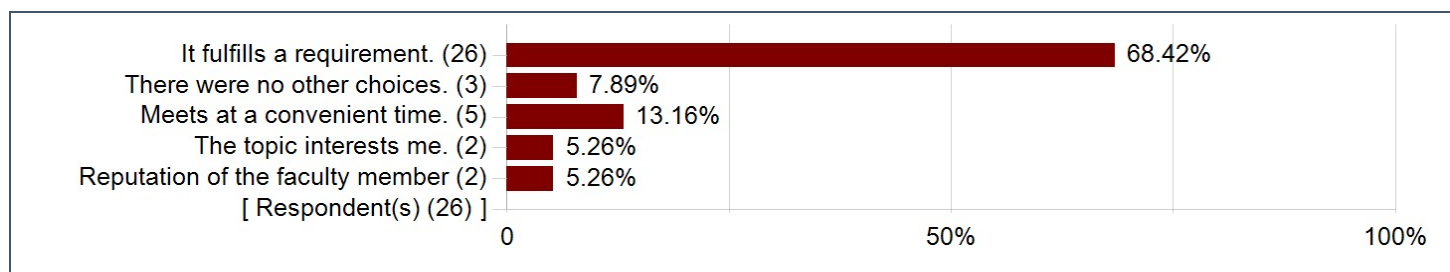
Prior to starting this class, your interest level was?



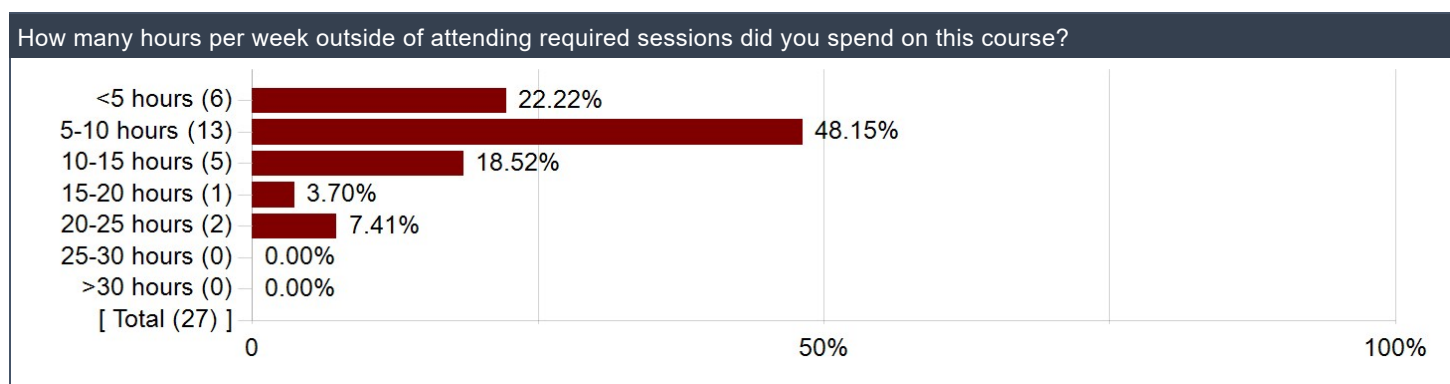
Now that this class is over, your interest is?



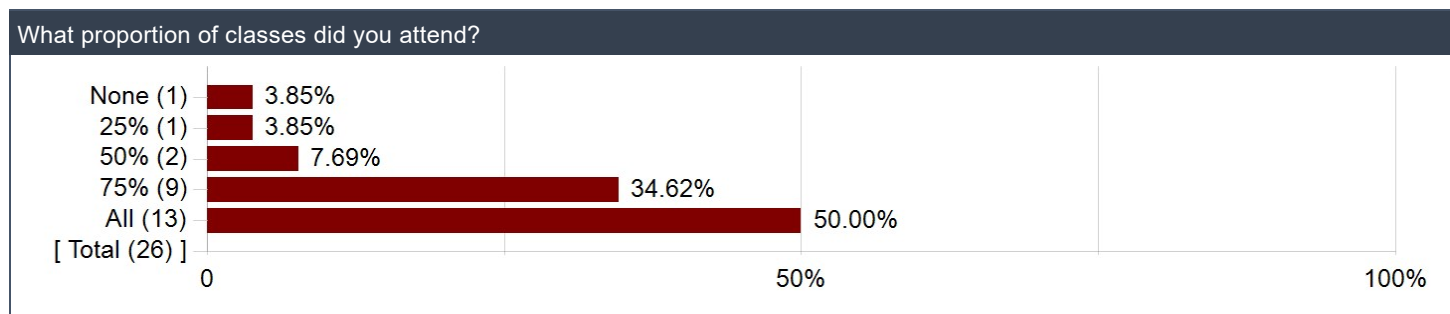
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
I think stats is a prerequisite. Helpful to review basic concepts before starting, but lectures explain everything else pretty well. That said, this is a class where if you don't understand something, you will fall behind quickly since everything builds on previous material.
The content is in no way difficult, but that doesn't mean exams aren't, and it doesn't mean you won't lose points for other matters. At any rate, though, it's not a difficult course, all content were very manageable and organized, as were much of what you are expected to be able to do with it, except maybe for the final. But the final mimicks what processes he takes in class, so in that sense the criteria are still rather clear.
This was by far the hardest course I have taken in the major. In particular, I found it very difficult to prepare for the exams.
it wasn't very difficult but the professors and TAs definitely made it harder
This is the most difficult economics course I've taken at UChicago.
The course was quite hard, at times unnecessarily so. We spent a long time on theory, half of the lectures, and I feel it didn't make a big difference in my understanding later material that was more practical. The final project was also very inconvenient as it required members to complete it over break with little time to meet with the prof or TAs and unclear criteria for what was required.
High
Harder than all the other Business Econ classes I've taken but doable.
– This course is not particularly difficult if you have some prior statistics experience and are willing to put in the effort to learn the little bit of linear algebra to understand some of the tools and models used. Truthfully, the difficulty in this class felt purely artificial and could have been avoided with better organization (not scheduling a project over Thanksgiving) and more clear communication of important information (providing, at the very least, the TAs with answer keys).
Difficult given only haven taken STAT 220 as far as statistics preparation.
Pretty difficult, Galvez–Soriano has high expectations. But definitely doable.
Not too much work except at the end, exams were fairly hard but standards for success were relatively clear
Stats background helps but not necessary. You can figure most of it out on your own if you take the time. Very fair difficulty
Very doable, if you have some matrix and Statistics knowledge that is a plus.
It was doable with only a limited background in statistics
More difficult than STAT 22000, but not as hard as Calc 3
Not difficult; as someone with a Data Science and Economics background, pretty standard material and material I had seen before, for the most part.
I was a little scared to take this class based on what I had heard from other students, but honestly I think this course is a little overhyped difficulty-wise. The content is pretty similar to statistics, and if you took SSI for your SOSC, there really aren't any new topics, just delving deeper into them. Definitely take this course w/ Galvez–Soriano! Super nice, great guy and difficulty wasn't too bad compared to other classes I've taken here