

Course	UNWE, Institutional Economics, Spring 2017										
Teacher	Petar Stankov										
No. of students enrolled	27										
No. of students attending the last class and returning	9 (no. of returned anonymous evaluation sheets)										
	Q	1	2	3	4	5	6	7	8	9	Avg. per q-n
1. What percentage of lectures and exercise sessions for this course did you attend?	1	4	4	4	4	5	5	5	5	5	4.56
2. On a scale of 1 = failure and 5 = best, what grade do you expect to receive?	2	4	5	3	3	5	4	4	3	5	4.00
3. Compared to your other courses, how demanding was this course?	4	4	5	4	4	4	3	5	5	5	4.33
4. The exercise sessions were	5	4	3	4	4	3	2	5	5	5	3.89
5. The lectures were	6	4	5	5	4	5	3	4	5	4	4.33
6. The readings were helpful in mastering the basic concepts of the course	7	4	5	5	4	4	3	4	4	4	4.11
7. Compared to your other courses, did this course inspire critical/independent thinking?	8	5	5	5	4	5	3	4	5	5	4.56
8. What is your overall assessment of this course?	9	4	5	5	4	4	5	4	5	5	4.56
9. The teacher was organized and prepared for class.	10	5	4	5	5	5	5	5	5	5	4.89
10. The teacher encouraged active student participation in classes.	11	5	5	5	4	5	4	4	5	5	4.67
11. The teacher was available for student questions and concerns.	12	5	5	5	5	5	5	5	5	5	5.00
12. The teacher was able to clarify difficult materials.	13	4	5	5	5	5	4	5	5	5	4.78
Average		4.33	4.73	4.58	4.17	4.58	3.83	4.50	4.75	4.83	4.47
Notes:											
Question 1: <50% = 2; 51-70% = 3; 71-99% = 4; 100% = 5											
Question 3: 1 = not very demanding, 5 = extremely demanding											
Questions 4, 5, 6: 1 = not useful/helpful, 5 = very useful/helpful											
Question 7: 1 = little; 5 = very much											
Question 8: 2 = quite poor, 5 = excellent											
Questions 9-12: 1 = fully disagree; 5 = fully agree											

Course: UNWE-Sofia; Institutional Economics, Spring 2017; Verbal Student Evaluations
Teacher: Petar Stankov
Comments are unabridged. Language, grammar and spelling are kept as given.
1. What types of critical/independent thinking were involved?
We can express our personal opinion.
Discussing economic concepts and their impacts
Showing different, often contradictory viewpoints for one and the same topic. I, as a student, was provided with the opportunity to see the similarities in the differences and the opposite
I cannot define but I start having different views for the real situation in the sphere of the institutions.
Preparing my own project from what I am interested about and giving me the chance to explore something I know and want to extend and test my own skills.
With the projects we had to do the professor inspired us to think on our own, be creative and try to make new ideas.
We really started thinking like economists. We started thinking how to analyse different economic situations by the discussions made during the lectures and knowing how to use Stata is very important for your business career.
Thinking about causal relationships between the theory we have learned so far and real life events, economic conditions and processes.
2. What is your overall assessment of this course? Why?
It was a good course. You can learn various things since we discuss many economic and political issues. You can always ask questions and receive an answer which is a big advantage.
Broad spectrum of assignments/content. In depth discussion of economic concepts.
My overall assessment of the course is excellent, because it is both grounded with a lot of fundamental readings and empirical exercises, but also gave me the freedom to express my opinion openly, and make me come to my own conclusions about the studied field.
The course was helpful and interesting. We have the opportunity to learn different facts from the material written in the traditional books.
This course gave me a lot of chances to test my own knowledge and skills in the field of Economics and I assume that there are a lot of things to learn and know.
There was nothing bad in this course but I realized it wasn't my thing, especially the Stata part.
Very good due to the practice we had about how to use Stata and all the discussions we made on different topics. And of course thanks to the knowledge that Mr. Stankov has about a lot of things.
It was very useful, I am sorry that I had only one semester with you, and I know that I can learn a lot of things from you.
We were given a lot of interesting examples of real situations, economic problems and what has led to them, there were many eye-opening causal relationships discussed. Knowledge of STATA would be useful for sure and provokes more analytical thinking.
3. Would you recommend the course to other students? Why/why not?
Yes, because if you become curious about something you can always discuss it with your tutor, the professor taught us Stata which is a very important comparative advantage
Yes. Interesting content, a lot to learn about different economic concepts and relations.
I would definitely recommend this course to other colleagues, because it is not only educational, but also provokes
I recommend it. They will learn a lot of interesting things which are prepared from the teacher and you can't find them in the book.
Yes, I would, for a student that wants to see themselves in the profession and field they are studying. To see the things in practice.
Yes, I would if they are interested in the subject. The course could be really helpful and can give you a brief idea of what economists do.
Yes, every student participating in this course will learn a lot about economics as a whole.
Absolutely yes. Because we will always have an answer about any kind of question --> correct and clear answer.

I would recommend it. It is very thought-provoking subject and useful practical skills can be learnt.
4. Was the instruction on this course different compared to other courses you have taken? If yes, in what ways?
I do not think it was different.
Yes, statistical assignments.
The instructions on this course were set and clear from the first lecture. Deadlines were announced, as well as requirements but also the teacher was available at any time for questions.
What is written in the instruction of this course is the same as the actual course that we take.
The course tried to make us think independently.
Yes, because in most of our lectures we just have to study theory, without any practice in real life situations.
A lot. There were interesting examples in every lecture connected with the main question. Examples, which are important for our way of thinking.
It was very different. It was oriented towards our opinions and needs to learn something more thoroughly if needed or to pay attention over something specific.
5. Do you have any other comments on the course or the instructor? For example,
a) The teacher should START doing the following:
Giving more real examples.
Be more persuasive and demanding from the students; Punishment could be a lot of help, this is the any way to make students do smth.
Theory lectures more interesting; encourage students to read more articles
Talking slower sometimes because if I don't understand at I get distracted; More STATA exercises.
Obligatory homeworks on STATA after its introduction for every following class and paying attention on to it for a small fraction of the classes. I've found that with things show up and these ideas could be discussed how to make better researches.
b) The teacher should STOP doing the following:
STATA; Open questions in the exam
Everything is great!!! Only I am sorry that I let some things to distract me during the course. But STATA was useful --> thank you! P.s. Very good idea with this feedback. Hope there are going to be more professors like you in the future;-)
c) The teacher should CONTINUE doing the following:
Trying to teach students without intentions to fail them on exams or threaten them; continue being friendly and open and broad-minded.
Encourage participation; start discussions; clarify difficult concepts in a broad and conclusive manner.
Encourage different way of thinking; provoke critical analysis; inspire the students to be more dedicated to the subject.
Giving the students additional information with examples of real life.
Giving the freedom to make projects and testing ex. by their own; Be such helpful as you are!
Be that open minded; friendly with students; passionate about his work
Continue with practice lectures; encourage students to think like economists
Talk about politics; Give a lot of examples; Being fun and saying jokes.
To be open for questions, different opinions; sharing more examples of real-life institutions and their developments.

