

Course	UNWE, Microeconomics (tutorials only), Spring 2017																							
Teacher	Petar Stankov										Fill in the yellow fields													
No. of students enrolled (with Stankov)	126																							
No. of students attending the last class and returning	77 (no. of returned anonymous evaluation sheets)																							
	Q	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1. What percentage of lectures and exercise sessions for this course did you attend?	1		4	2	5	4	4	4	4	4	4	2	2	3	2	4	4	4	4	4	2	4	2	
2. On a scale of 1 = failure and 5 = best, what grade do you expect to receive?	2	3	4	4	3	2	3	3	3	5	4	3	3	3	1	4	4	5	3	4	1	4	4	
3. Compared to your other courses, how demanding was this course?	4	5	5	1		4	4	5	5	4	3	3	4	5	4	4	2	3	4	4		5	4	
4. The exercise sessions were	5	4	5	4	5	4	5	5	5	5	5	4	5	4	3	5	4	5	5	5		5	5	
5. The lectures were	6	3	2	4	1	4	4	1	5	3	1	2	1	4	2	4	2	3	4	1		3	2	
6. The readings were helpful in mastering the basic concepts of the course	7	3	3	4	3	4	5	3	4	5	3	4	2					3	4	4	5		5	2
7. Compared to your other courses, did this course inspire critical/independent thinking?	8	3	3	5	3	1	3	5	5	5	5	4	4	4	3	4	4	4	4	5			1	
8. What is your overall assessment of this course?	9	4	4	5	4	4	4		5	5	3	4	4	4	4		5	5	4	5		4	3	
9. The teacher was organized and prepared for class.	10	5	5	5	5			5	5		5	5	5				5	5		5		5	4	
10. The teacher encouraged active student participation in classes.	11	5	5	4	5			5	5		5	5	5				4	4		5		5	4	
11. The teacher was available for student questions and concerns.	12	5	5	5	5			5	5		5	5	5				4	5		5	5	5	4	
12. The teacher was able to clarify difficult materials.	13	4	5	5	5			5			5	5	5				5	5		5	5	5	4	
Average		4.00	4.18	4.00	4.00	3.38	4.00	4.18	4.64	4.50	4.00	3.83	3.75	3.86	2.71	4.17	3.83	4.33	4.00	4.42	3.25	4.55	3.25	

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

23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
2	5	4	4	5	5	3	3	4	5	4	4	4	3	4	3	2	4	4	3	3	2	5	4		4	3	4	5	4	4	5	4
2	5	3	3	4	5	4	4	4	4	3	3	4	4	5	2	4	4	5	5	4	2	3	3	3	5	5	4	5	5	2	4	5
3	3	4	4	5	4	4	3	5	3	2	3	4	3	3	3	4	3	4	3		2	4	3	4	4	3	1	5	5	3	3	5
3	5	5	5	5	5	4	5	4	2	4	4	5	5	4	5	5	5	5	5	5	4	5	4	4	5	5	5	5	5	4	5	5
1	5	1	2	3	4	1	1	1	1	1	2	1	2	1	3	1	2	3	2	4	2	1	2	1	4	2	1	5	5	1	3	1
2	5	5	4	4	5	3	1	2	1	3	3	4	5	4		3	5	4	3	5	3	3	4	4	5	3	4	5	4	5	4	4
2	5	2	5	4	4	3	4	5		4	1	5	4	2	4	5	4	4	3	5	4	4	4	2	5	4	4	5	5	4	5	5
3	5	4	4	5	3	3	4	3	4	5	5	4	4	4	4	4	3	5	4	5	2	4	4	2	5	5	4	5	5	4	4	5
5	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5		5	5	5	4	5	5	5	5	5
3	5	5	4	5	4	3	4	3	4	3	5	5	4	2	5	5	5	5	5	5	3	4		4	5	5	4	5	5	5	4	5
4	5	5	5	5	5	5	5	5	3	5	5	5	5	2	4	5	5	5	5	5	5	5		5	5	4	5	5	5	4	5	5
5	5	5	5	5	4	3	4	5	2	5	4	5	5	4	4	5	5	5	5	5	4	4		4	5	4	4	5	5	4	4	5
2.92	4.83	4.00	4.17	4.58	4.42	3.33	3.58	3.83	3.09	3.67	3.67	4.17	4.08	3.33	3.82	4.00	4.17	4.50	4.00	4.64	3.17	3.92	3.50	3.45	4.75	3.96	3.67	5.00	4.83	3.75	4.25	4.50

56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	Avg. per q-n
4	4	5	4	4	4	2	3	4	3	4	3	5	4		4	4	4	4	4	5	4	3.73
3	5	3	4	4	3	4	4	4	4	5	4	4	4			5	3	4	3	4	5	3.72
4	5	3	4	3	3	3	4	4	4	5	3	4	5	5	4	4	4	5	4	5	4	3.77
4	4	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	4	5	5	5	5	4.63
3	4	4	3	3	3	4	2	3	5	1	3	1	4	1	2	3	4	2	4	3	4	2.53
3	5	2	3	4	3	4	4	4	3	4	3	5	3	4	3	5	5	5	3	4	3	3.71
3	4	3		4	4	5	3	4	4	5	1	4	5	3	5	5	5	5	4	5	5	3.93
5	5	5	3	5	4	5	4	5	5	4	3	5	5		4	5	5	5	4	5	5	4.25
5			5	5		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4.93
5			4	3		5	5	4	5	4	4	2	5	5	5	5	4	5	5	5	5	4.45
5			5	5		5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4.82
5			5	5		4	5	4	4	4	5	5	5	3	5	5	5	5	5	5	5	4.62
4.08	4.50	3.75	4.09	4.17	3.63	4.25	4.08	4.25	4.33	4.17	3.58	4.08	4.58	3.89	4.27	4.67	4.42	4.58	4.25	4.67	4.58	4.09

Course: UNWE-Sofia; Microeconomics (tutorials), 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?

Thinking about answers of some questions. Giving the chance to explain why did you choose the given answer.

Logic!!!

Different approach to economic subjects.

Trying to forecast the different scenarios for the firms in the market.

Analyzing every-day situations.

I started looking at products more closely in details. Started noticing price changes. Started hating politicians. Inspired me more and more to become a producer.

Creative thinking. Imagination. Economic symbol reading.

How to judge different industries regarding their power.

Beginning to think like an economist.;

I started thinking about different things in life using the mechanisms of microeconomics

Analytical; Comprehending graphs, beside the information they implement; Logical because of realizing all the structures behind the numbers etc.

Being objective and rational is important. Sometimes intuition and emotional intelligence are better. One just needs the guidelines according to which they have to think, at times outside the box.

2. What is your overall assessment of this course? Why?

Even though I didn't have the opportunity to be regularly present, in the few times I attended, I found the exercises to be quite useful and fun. I also really liked Mr. Stankov's attitude towards the students, sense of humour and teaching methods.

The subject was interesting and the way it was taught was very useful for understanding it

I wasn't able to attend the course this semester, which I can only regret, but I've heard great things about Mr. Stankov and the way he teaches his students.

The real life examples were really helpful and interesting to hear.

If it weren't for the lectures I would say excellent.

It was useful in understanding market structures.

It's a positive assessment because it helped me understand the basics of microeconomics.

I liked it.

Exercise sessions were quite useful. Lectures need improvement.

Because he is the best teacher.

Because the material was taught in an interesting and understandable way.

Pretty good, not too serious. Relaxing atmosphere and good jokes.

P. Stankov distinguishes himself from the other assistants, that I've have had until now, in a positive light, thanks to his deep knowledge of the material, attitude and approach to the the subject.

Combined with the lectures, it was awful. However, the exercises sessions were very interesting, and the materials provided -- very useful.

Important for understanding the basic concepts of microeconomics. Cool examples.

Very helpful, life based and interesting.

Interesting seminars.

The exercise sessions were excellent -- very helpful and interesting, but the lectures were not that interesting.

Micro is literally the best subject I've had so far -- I've never even thought it could be so interesting. Thank you!

Economics is awesome regardless of my epic failure on the exam (I'm going to skip my excuse), because it shows how the world works (goes round, around money). It's inspiring to comprehend all the markets, functions and everything in a second (Mind-blowing).

Exercise sessions were more helpful than the lectures but only watching at graphics didn't help me much. It would be good to have presentations at the lectures.
Made me want to attend every exercise and subsequently lectures, because it was rewarding, satisfactory.
3. Would you recommend the course to other students? Why/why not?
Yes, it is base for the next years and is important. Also makes you to think, not only to try remembering some things.
Because it is awesome.
Yes, it was interesting, entertaining, helpful and full of important information.
I will. Because the lessons and the study information were represented good. It was interesting. The examples which were given were acceptable for the students which is already easy way to get the information for me;)
I would recommend the course to other students, because the courses were really helpful.
The simplicity of the course is great, many others overcomplicate it with facts and, at this point, useless information, which most of the students forget by the time they would normally reach that level. Introductory level courses need not be more.
Yes, It can be very useful in different topics.
No, just because I'm not interested in the subject.
Yes I would because it's interesting and challenging.
Because with this teacher the material is really easy to understand and you won't need much effort.
Yes, because it is useful as a whole and the teacher is awesome. His teaching methods and the examples are understandable and catchy.
Yes, especially the exercise session. It was pretty involving in a good way. We discuss different situations and graphs.
Yes, because it was helpful and interesting for me. I'm sure my fellow students would like it too.
No, it's UNWE, mate...
I will. Great teaching by Stankov.
Yes, it's fun, it's in English and you can learn a lot.
I like the style of teaching of Shtankov!
Definitely. Great for building an economic mind.
Yes, it's thought-provoking.
Yes, because it is very useful for economists.
Yes. Already said why.
People should know more about economics, because it concerns every single one of us at literally any given moment of our lives. If everyone were educated in economics, this world wold be a better place.
4. Was the instruction on this course different compared to other courses you have taken? If yes, in what ways?
I had very good time attending this course! Stay the same good teacher!
I don't think that it was different.
Unlike other courses, this one was interesting.
Examples from the real world.
There were real life examples which people can relate to and this helps to understand the matter. Also the down to earth approach makes a big difference in the relations to students and you don't feel like just another 'faculty number'.
Nope.
It was really interesting and I am glad I had this course.
Not exactly.
No.
Haven't noticed.
Yes. P. Stankov is a professional and open-thinking teacher, bright and open for the future (unlike the Bulgarian socialism-influenced teachers). His Western influence is obvious to notice.

Straight to the point, but not overly simplified. Learning through active discussion of questions is very effective. I'm glad the emphasize wasn't on maths.

5. Do you have any other comments on the course or the instructor? For example,

a) The teacher should START doing the following:

Teaching the lectures.

Allow students that didn't attend in classes go to the regular exam.

Keep the work

Listen to what people have to say.

Give more opportunity for students to speak.

Make it mandatory for the student coming to exercises to have already printed and have with them the problem sets that are going to be discussed in class. Students will be able to write the right answers on them, or the solutions. Not to mention they won't have an excuse for not seeing the questions from the projection board. Also the teacher should encourage the students to try and solve questions from the problem sets beforehand. Will make it easier for them to ask about things they didn't understand=> more active discussion in class.

More examples; make games: you have the ability to interact with us; There's a channel on YouTube ACDC economics or smth. It may inspire you for some games:D

More explanatory presentations; update your examples -- Miley really!

Give out more exercises and tests

Focus on your book and other (following goals/successes)

Recheck some q-ns in your website--technical errors or vague (minor stuff).

b) The teacher should STOP doing the following:

Sending the students not participated in classes to the make up exam.

Worse than average jokes.

Talking about miley cyrus

Repeat the same as the student in other words; Interrupting students; Choosing favourites.

Minor nitpicks, not worth mentioning.

What?

c) The teacher should CONTINUE doing the following:

Make students feel comfortable ask questions even if they seem "silly"

Be so cool; showing what a true teacher should look like and behave; have a nice attitude towards his students

Involving the students to be more in learning process

Be open towards students; involve the st. in discussions

Brings humour in the class; gives simple examples

Being such a good teacher; to require explanations during practice tests.

Continue doing them as he does now. It was a tough course, but he managed to teach us with excellent and unforgettable examples.

Teaching that way.

Giving us easy examples; making our lectures always interesting.

Real life examples helping; making students improve their knowledge

Everything is perfect

Everything he does

Keep up the good work!

Inspiring students to do tests/HWs; Talking on the slang of the students.

Encouraging students; making the sessions interesting; being a fuckin great teacher.

Be entertaining; be positive

Making exercise sessions as good as they were; Being helpful

To teach the subject the same way -- interesting.
Being as passionate about teaching.
Be funny and and continue to teach students
Being fun and helpful.
The Best
Keep doing the awesome job you've been doing until now. Hope to have more classes with you in the future.
Telling stories about your son. Giving memorable examples.
Laughing bad ass.
Encouraging little sh*ts like us to be something. It really inspires, thanks!
Be the best microeconomics teacher
Giving great examples; making the exercise sessions fun and interesting; being awesome teacher:) Thank you!
Talking bullshit; explaining in details.
Answering questions; Giving a lot of useful information.
Always being prepared for class; Answering every question the students ask; clarifying the material very well
Be awesome; Praise the smart ones;); Be inspirational!
Explain the way he does now; Keep attracting the attention of students
Be awesome
Give the '7th rakia' diminishing M returns or MU example; Express yourself understandably -- plain language, not basic; Be a great teacher.