

Dongchen He

Report composed on 04 Dec 2025 13:53

Lecturer name

Dongchen He (733728)

Results until

04 Dec 2025

Average evaluation results

Evaluation details

Evaluation details	Start and end date	Total	Course	Dongchen He	Assessment	Response
COURSE 30L206-B-6 Micro 3: Information Economics 2025 SM 1 30L206-B-6_2025	28 nov. 2025 until 04 dec. 2025	3.7	3.6	4.2		23 / 129 (18%)
COURSE 230333-M-6 Contract Theory & Gen.Equilibrium Theory 2024 SM 2 230333-M-6_2024	13 jun. 2025 until 19 jun. 2025	Minimum response not met				0
COURSE 230333-M-6 Microeconomics 3 (CentER) 2023 BLOK 4 230333-M-6_2023	14 jun. 2024 until 20 jun. 2024	4.6	4.8	4		4 / 6 (67%)
COURSE 230388-M-3 Microeconomics 3, part 1 (CentER) 2023 BLOK 4 230388-M-3_2023	17 mei 2024 until 23 mei 2024	Minimum response not met				0
COURSE 230332-M-6 Microeconomics 2 (CentER) 2022 BLOK 3 230332-M-6_2022	23 mrt. 2023 until 05 apr. 2023	4.2	4.2	4		3 / 11 (27%)
COURSE 230375-M-3 Microeconomics 2, part 1 (CentER) 2022 BLOK 3 230375-M-3_2022	16 feb. 2023 until 01 mrt. 2023	4.2	4.2			1 / 2 (50%)
EXAM 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3 230332-M-6_2021	04 apr. 2022 until 17 apr. 2022	4			4	4 / 8 (50%)
COURSE 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3 230332-M-6_2021	25 mrt. 2022 until 07 apr. 2022	3.8	3.8	4.1		7 / 12 (58%)
EXAM 30J112-B-3 Microeconomics for IBA 2021 SM 1 30J112-B-3_2021	18 okt. 2021 until 31 okt. 2021	4.1			4.1	22 / 430 (5%)

Average student groups results

Student group details

Student group details	Total	Course	Dongchen He	Assessment	Response
COURSE 30L206-B-6 Micro 3: Information Economics 2025 SM 1	3.7	3.6	4.2		23 / 129 (18%)
COURSE 230333-M-6 Contract Theory & Gen.Equilibrium Theory 2024 SM 2					0
COURSE 230388-M-3 Microeconomics 3, part 1 (CentER) 2023 BLOK 4					0
COURSE 230333-M-6 Microeconomics 3 (CentER) 2023 BLOK 4	4.6	4.8	4		4 / 6 (67%)
COURSE 230375-M-3 Microeconomics 2, part 1 (CentER) 2022 BLOK 3	4.2	4.2			1 / 2 (50%)
COURSE 230332-M-6 Microeconomics 2 (CentER) 2022 BLOK 3	4.2	4.2	4		3 / 11 (27%)
EXAM 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3	4			4	4 / 8 (50%)
COURSE 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3	3.8	3.8	4.1		7 / 12 (58%)

Questions

Course questions

I believe I had sufficient knowledge at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.4 | Number of times filled in: 27

3.6

I believe I had sufficient skills at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 27

3.9

I believe the Canvas environment was well structured.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 27

3.9

I believe the communication about the examination was clear.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 27

4

I have acquired new knowledge and understanding from this course.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 11

4.4

I have acquired new knowledge from this course.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 27

4.4

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 11

4.4

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 27

4.2

In general, I am satisfied with the quality of education in this course.

Scale: TIU Answer scale | σ 1.5 | Number of times filled in: 27

3.3

In general, I am satisfied with this course.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 11

3.6

In my opinion, the study load in comparison to the amount of credits was; (Note: 1 EC equals 28 study hours)

Scale: 1 to 5 (points) Low/High | σ 0.5 | Number of times filled in: 4

4.5

In my opinion, the study load in comparison to the amount of credits was; (Note: 1 EC equals 28 study hours)

Scale: 1 to 5 (points) Low/High | σ 1.3 | Number of times filled in: 23

4

In this course I have (further) developed my academic attitude (For example; intellectual independence, a critical mindset, social and scientific responsibility, entrepreneurial spirit).

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 27

3.7

It was clear what I needed to do in preparation and in the reviewing of the lectures.

Scale: TIU Answer scale | σ 1.4 | Number of times filled in: 27

3.7

The course fit well with my prior knowledge and skills.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 11

3.6

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 38

3.9

The study materials (e.g., books, syllabus, other literature, assignments, Canvas environment) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 11

3.2

The study materials (e.g., literature, tasks) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 1.4 | Number of times filled in: 27

3.5

What could be improved about this course?

Scale: Open question | 11 answers by 11 respondents | Total Not applicable: 2

1. It would be really great if the formal solutions for our assignments were provided.
2. Being more respectful to break times and also having less workload, such as less assignments or referee report,
3. I personally lacked straightforward solution guides for applying the discussed concepts. During lectures, we discussed particular implications of the concepts, and sometimes it took a lot of time and effort to adapt them to a different context. For example, we discussed mechanism design in a very narrow context of revenue equivalence. When we encountered a slightly different context in the tutorial, it was quite hard to grasp what to do and how to implement the idea of a direct mechanism. The same goes for the PBE in behavioral games. I think it's an issue of lack of practice, yet we are very time-constrained by the other courses' assignments, so it would be good to have more broad examples for those topics or at least a more straightforward guide to how to solve the questions.
4. I felt the lecture slides could be made a bit more complete so that an individual reading them for the first time without attending class is also able to understand. I feel it's hard to follow them, and I need to keep referring to online books to make some things clear.
5. In every lecture, there is a very long introduction of the topic which adds little value to the learning goals. I believe more time should be spent in solving examples step by step, on the board, instead of having a verbal discussion of the games. In the end, we have to be able to solve the games making use of tools from statistics and mathematics so putting more emphasis on the formal procedure to solve the games would be very helpful.
6. PLEASE IMPROVE THE SLIDES. THERE ARE SO MANY TYPOS AND BADLY EXPLAINED CONCEPTS. I THINK THIS IS DUE TO THE FACT THAT THERE ARE WAY TOO MANY CONCEPTS TO COVER IN THIS COURSE. I AM SURE MANY RM STUDENTS WILL AGREE WITH THIS STATEMENT. PLEASE FIX THIS COURSE FOR THE FUTURE GENERATIONS AND MAKE THE GAME THEORY DOABLE AGAIN ;,,,((((
7. There is too much content and unfortunately, slides are not always clear. It would be nice if we had complete solutions in slides and for assignment answers. Because I think although the lectures are not difficult per se, it is extremely time-consuming to understand the solutions by using slides.

Recommended book (Osborne and Rubinstein) is purely theoretical which makes the book a bit unuseful (since we are expected to learn how to solve the games and not prove theorems). Therefore, we needed another book that may help us for understanding the concepts and solutions in an easier manner.

It would be nice if Dongchen could solve the tutorials more completely (not just an insight on how to solve them but complete solutions). Also, her style is too fast and so it is not always easy to follow her during tutorials. If she could explain why we solve a question in that specific way and what is the intuition, I believe it would be much helpful. In addition, sometimes she usually erases immediately what she writes. I also believe that online tutorial sessions are not a good idea. It is difficult to ask questions, my internet connection is not always good enough, and she does not record the classes. I think face-to-face tutorials would be better. (We only tried it one time)

Finally, I don't think an assignment per week is the most efficient way to proceed in this class. I think it is intended to make us study regularly, but it is not working as intended. Most of us try to solve the assignments without even studying the lectures properly. We just look at the slides and try to solve them without really knowing what we are doing. (Of course, I can't speak for the majority but I know many people who had this problem as I have.) Then, until we study the past lectures, we have 4 slides per week again and new assignments. So, when I don't understand a lecture, I don't have the time to study it because new lectures + assignments are coming regularly.

8. Materials could have been clearer. Some topics were covered in a very short amount of time and it was not clear if they were relevant to the core of the course, given the timing constraints (e.g.: correlated equilibrium, trembling equilibrium, Coase conjecture)

9. The slides are very hard to read... maybe lecture notes and some more formal definitions of all the notations would be good

What could be improved about this course?

Scale: Open question | 27 answers by 27 respondents | Total Not applicable: 9

1. In my opinion the slides did not have sufficient information for me to understand the content. Since the content was challenging, going to the lecture was not sufficient for me to understand the theory and while revising on my own the slides were not as helpful. Additionally, the timing of the assignments were not optimal, since the second one was in my opinion too close to the final exams.

2. Problem sets and their respective solutions were not well-structured, facing constantly typos and wrong answers given even in MC questions. Problem set answers were not properly uploaded in the main "Modules" page

3. The course, especially the problem sets are overly complex.

Slides were needlessly complex, a lot of concepts were explained in symbol rather than words, making studying through the lectures too long because we essentially have to decode the lectures.

It didn't help the fact that the lecturer was not good at explaining those concepts

4. Explanations from the slides and professor can become very difficult to follow. The material is very dense and thereby requires a large amount of time to be understood. For example, terms like first best and gamma are referred multiple times but no explicitly defined in the slide decks. Therefore, the designated amount of lectures is not enough to sufficiently cover the material in the course. Since a lot of the concepts are new, the examples needed to explain them, take time that is not available. Furthermore, the slides do not define all parameters, and when showing exercises, they skip steps, so when learning this material for the first time it becomes difficult to understand the logic of the problems. In additions, exercises in the problem sets are long, and the answer sheets do not fully explain all the steps so it becomes difficult to understand how the answers are determined. If time constraint is an issue, I believe recorded videos of exercises being solved would definitely benefit the students due to the heavily theoretical nature of the concepts. Despite the course being theoretically interesting, I believe it's execution should be significantly improved.

5. The slides could be uploaded earlier, since it helps with studying in advance. Without doing that, the lecturer goes too fast and I can understand little. The slides are also not well-structured and not understandable, which hinders me in solving the Problem Sets. The Problem Sets have too many tasks. The number should be reduced and they can maybe be placed as extra practice, because we can't cover them fully and if we do the TA has to go too fast, making it hard to follow.

6. The assignment in this course were timed weirdly. It would have been nicer to have the first assignment in the midterm week and not after when we had a lot going on in other courses.

7. First of all, the lecture slides were to some extent organized incorrectly, and the content itself was very hard to read. Not even speaking about the topic, such as Game Theory III, which took 2 lectures, but from studying-at-home perspective, were covered under ~23-ish slides. I had to spend 2 hour looking to the book and using ChatGPT to help me understand what the teacher wanted from me in the slides and what are the solution methods usual for the topic, since the teacher did not put them on the slides. Thanks to her - spent hours trying to read the slides, without even being sure I learned what I needed to.

Plus, the tutorial answers were very short, without any explanations, as expected. Could've been more detailed and supported by normal solutions.

8. More step by step, instead of jumping into new topics. Sometimes I felt really unmotivated after looking at tutorial exercises, which would be way more difficult than what was being taught. Less workload would have been favorable. I feel like due to the difficulty and high workload I ended up learning more on my own, than any lectures. Slides helped but also tutorial exercises made you question if you even know anything.

9. I believe that the content was quite difficult to understand and follow. Most of the theory was not that intuitive and required a lot of time outside of class to understand. The tutorials also went quite quickly. Overall, the course is quite difficult and I noticed that even from peers who would usually perform well.

10. The material taught in the lectures and the tutorials differs significantly. The tutorials are extremely challenging, and the tutor often cannot finish all the exercises within the allotted time. This makes the course feel as if it is setting students up for failure rather than preparing them effectively.

Additionally, the lecture slides are not clearly written. The course would benefit greatly from having an accompanying textbook. (I know there is additional literature on canvas, but a student doesn't have enough time to go through 5 books in order to understand a single course.)

Attending the lectures alone is not enough to ensure that students remember and fully understand the material when preparing for the exam.

11. The information on the slides sometimes was confusing and could be better explained.

12. Maybe add more source material for the things we learn in class, like references to books or papers
13. Many mistakes on material.
14. A lot of complaints were given last year, and the lectures and tutorials were practically identical, which is in my opinion somewhat ridiculous.
15. The problem sets often had typos or wrong questions. The communication about these mistakes could be clearer.
16. Overall, I feel that there are too many different topics covered in too little time. Particularly at the end, when there are quite suddenly 2 completely new models introduced.
17. 1. The exam is of a user-friendly level, that is, neither easy nor difficult
18. For part 1 perhaps providing some small examples of the moral hazard or adverse selection in reality with calculations could be great in helping students understanding the theoretical steps better. For part 2, probably it could be better to have all the material covered (maybe not very good for exam but could be very helpful for students to understand things in a complete structure).

What went really well about this course?

Scale: Open question | 27 answers by 27 respondents | Total Not applicable: 13

1. The course introduced a new way of approaching complex situations and problems
2. Game theory wa very satisfactory part of my semester. To enter rationality and beliefs' world and try to adapt myself to various occasions proposed to excercises
3. The weekly quizzes were good
4. There are plenty of exercises in order to practice for the exam. This is very much appreciated since it creates chances to make mistakes and learn from them
5. Both the TA and the lecturers were helpful when you asked them questions.
6. The help of ChatGPT to read the slides.
7. I really enjoyed the material once I started to understand, and it was an easy beginning which was also nice and well taught.
8. I enjoyed the assignments and working with other people. The lecturers were also approachable
9. There was a lot of space to ask questions and materials to practice.
10. The materials were interesting
11. The close to heart examples (buying a used car, climate change) made the subject matter interesting
12. In the first half, most of the ideas overlap in some way and as such it leads to logical order in the course when buidling up knowledge.
13. I think this course is good
14. Both two parts of the courses are structured in a very logic and easy-following way. All professors and TAs are very friendly and can explain the things in a very concise way. For part 1, it is great that both prof. Argenton and Dongchen provide office hours. Besides, the content of moral hazard and adverse selection for part 1 is also very useful, especially for those who are interested in applied micro and finance. Staying very close with the textbook also makes the convenient for students to gain better understanding by reading the book when having confusion. For part 2, prof. Walsh has conducted the lectures in a very interesting way with extra stories about the history and some easy-following examples, such as origin of the edgeworth box and Robinson Crusoe (looking forward to more). Lots of vivid examples help students stay concentrated during the classes. It is very nice he also considered the foundation of the students and added some extra explanation to help students go through and understand the things. The expectation for exam has also been clearly specified.

What went really well or did you really like about this course?

Scale: Open question | 11 answers by 11 respondents | Total Not applicable: 4

1. The teacher was really nice and in some degree, understandable towards our needs and demands even though he required a lot from us
2. I like the broad overview of the game-theoretical frontier, especially in the last lectures. I would appreciate it if we had more of this, but I agree that this is material for a more advanced course. I also liked more broad discussions of the solution concepts and their history
3. Eric's motivation to teach is inspiring and the TA is very helpful
4. I really liked Eric as a person. He is really sweet and I enjoy him talking not lecture-related stuff. He was good at giving real-life examples about some concepts and showing the relevance of the game theory

5. It is really great learning from Eric. I found the subject interesting and it is thanks to Eric. His real-life examples (for example how firm merges are investigated or how the Dutch government implemented an auction, and so on) are motivating to study game theory (it would be nicer to hear more).

Dongchen is quite knowledgeable, so when asked a question, her answers are satisfactory.

6. The amount of content that is covered. The tutorials were very good, but would have been better if in person.

7. The topics covered in the course are very interesting, but I think that it is too much material. Therefore, my suggestion is to eliminate some topics (maybe the last week), and talk more about economics applications.

Questions

Lecturer questions

The explanations of the lecturer were clear to me.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 18

3.6

The lecturer explained the subject matter clearly.

Scale: TIU Answer scale | σ 0.9 | Number of times filled in: 8

4

The lecturer facilitated an ambiance of respect between students themselves and between the lecturer and students.

Scale: TIU Answer scale | σ 0.6 | Number of times filled in: 18

4.5

The lecturer stimulated me to think actively about the subject matter.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 26 | Total Not applicable: 1

4.2

Questions

Assessment questions

I had enough time to complete the assessment task(s).

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 26

4.3

Prior to the assessment, it was clear to me what was expected of me regarding the assessment.

Scale: TIU Answer scale | σ 0.7 | Number of times filled in: 26

4.4

The assessment provided a good reflection of the learning goals and learning materials.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 26

4

The questions and/or assignments in the assessment were formulated clearly.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 26

4

The study load matches the credits for this course (note: 1 EC equals 28 hours).

Scale: TIU Answer scale | σ 0.9 | Number of times filled in: 26 | Total Not applicable: 1

3.9

What could be improved about the assessment?

Scale: Open question | 26 answers by 26 respondents | Total Not applicable: 16

1. I think we could have had more practice with non-uniform distributions prior to the exam in order to properly solve the auctions' question.
2. We have always used the uniform distribution on $[0,1]$ in auction theory throughout the course but this was not the case in the exam. I think we should have discussed how to solve an auction when the distribution is different to the uniform on $[0,1]$
3. Nothing
4. For me it's good enough
5. eventhough its easier with multiple choice questions, there can be 1 or 2 open ones.
6. I don't know
7. In my opinion, the formulation of tasks, because, however, even if the student is well acquainted with microeconomics, the language barrier can hinder the achievement of the desired result.
8. Put the hardest exercises not at the end of the test, but in the middle maybe.
9. -
10. have scrap paper as an option and be able to take our answers home

What was good about the assessment?

Scale: Open question | 26 answers by 26 respondents | Total Not applicable: 12

1. I think it had a fair level of difficulty. It was also of a reasonable length.

2. There was a question for each of the topics covered in class
3. The exam was representative of the sample exams
4. It is based on what is studied in the lectures and tutorials
5. The questions were exactly about the the information in the lectures/book.
6. having only mupltiple choice questions made the exam a lot easier for obtaining a passing grade.
7. multiple choice
8. It was similar to what we saw in class.
9. Variety of tasks, because if a student had forgotten the way of solving a particular task, he was still given the opportunity to prove himself in other tasks that affect other microeconomic situations. As well, the exam was similar to the mock exams for preparation.
10. enough time
11. It received what we learned in tutorials.
12. It was very similar to the practice tests, so we really knew what was expected of us!
13. -
14. Clearly structured questions, very understandable, enough time

COURSE 230333-M-6 Contract Theory & Gen.Equilibrium Theory 2024 SM 2

Report composed on 04 Dec 2025 13:53

Course name	Contract Theory & Gen.Equilibrium Theory (230333-M-6_2024)
Evaluation name	COURSE 230333-M-6 Contract Theory & Gen.Equilibrium Theory 2024 SM 2
Evaluation start and end date	13 Jun 2025 until 19 Jun 2025
Method	Invite

Average student groups results

Student group details

Response

COURSE 230333-M-6 Contract Theory & Gen.Equilibrium Theory 2024 SM 2

0

COURSE 230333-M-6 Microeconomics 3 (CentER) 2023 BLOK 4

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 3 (CentER) (230333-M-6_2023)
Evaluation name	COURSE 230333-M-6 Microeconomics 3 (CentER) 2023 BLOK 4
Evaluation start and end date	14 Jun 2024 until 20 Jun 2024
Method	Invite
Amount of respondents	4 out of a total of 6 (67%)

Average student groups results

Student group details

	Total	Course	Dongchen He	Response
COURSE 230333-M-6 Microeconomics 3 (CentER) 2023 BLOK 4	4.6	4.8	4	4 / 6 (67%)

Questions

Course questions

I believe I had sufficient knowledge at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 4

4.3

I believe I had sufficient skills at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 4

4.3

I believe the Canvas environment was well structured.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

I believe the communication about the examination was clear.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

I have acquired new knowledge from this course.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

In general, I am satisfied with the quality of education in this course.

Scale: TIU Answer scale | σ 0.4 | Number of times filled in: 4

4.8

In my opinion, the study load in comparison to the amount of credits was; (Note: 1 EC equals 28 study hours)

Scale: 1 to 5 (points) Low/High | σ 0.5 | Number of times filled in: 4

4.5

In this course I have (further) developed my academic attitude (For example; intellectual independence, a critical mindset, social and scientific responsibility, entrepreneurial spirit).

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

It was clear what I needed to do in preparation and in the reviewing of the lectures.

Scale: TIU Answer scale | σ 0.4 | Number of times filled in: 4

4.8

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 4

4.5

The study materials (e.g., literature, tasks) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 4

5

What could be improved about this course?

Scale: Open question | 4 answers by 4 respondents | Total Not applicable: 2

1. The exam is of a user-friendly level, that is, neither easy nor difficult
2. For part 1 perhaps providing some small examples of the moral hazard or adverse selection in reality with calculations could be great in helping students understanding the theoretical steps better. For part 2, probably it could be better to have all the material covered (maybe not very good for exam but could be very helpful for students to understand things in a complete structure).

What went really well about this course?

Scale: Open question | 4 answers by 4 respondents | Total Not applicable: 2

1. I think this course is good
2. Both two parts of the courses are structured in a very logic and easy-following way. All professors and TAs are very friendly and can explain the things in a very concise way. For part 1, it is great that both prof. Argenton and Dongchen provide office hours. Besides, the content of moral hazard and adverse selection for part 1 is also very useful, especially for those who are interested in applied micro and finance. Staying very close with the textbook also makes the convenient for students to gain better understanding by reading the book when having confusion. For part 2, prof. Walsh has conducted the lectures in a very interesting way with extra stories about the history and some easy-following examples, such as origin of the edgeworth box and Robinson Crusoe (looking forward to more). Lots of vivid examples help students stay concentrated during the classes. It is very nice he also considered the foundation of the students and added some extra explanation to help students go through and understand the things. The expectation for exam has also been clearly specified.

Questions

Lecturer questions

The explanations of the lecturer were clear to me.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 4

3.8

The lecturer facilitated an ambiance of respect between students themselves and between the lecturer and students.

Scale: TIU Answer scale | σ 0.4 | Number of times filled in: 4

4.3

The lecturer stimulated me to think actively about the subject matter.

Scale: TIU Answer scale | σ 0.7 | Number of times filled in: 4

4

COURSE 30L206-B-6 Micro 3: Information Economics 2025 SM 1

Report composed on 04 Dec 2025 13:53

Course name	Micro 3: Information Economics (30L206-B-6_2025)
Evaluation name	COURSE 30L206-B-6 Micro 3: Information Economics 2025 SM 1
Evaluation start and end date	28 Nov 2025 until 04 Dec 2025
Method	Invite
Amount of respondents	23 out of a total of 129 (18%)

Average student groups results

Student group details

	Total	Course	Dongchen He	Response
COURSE 30L206-B-6 Micro 3: Information Economics 2025 SM 1	3.7	3.6	4.2	23 / 129 (18%)

Questions

Course questions

I believe I had sufficient knowledge at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 23

3.5

I believe I had sufficient skills at the start to be able to follow the course.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 23

3.8

I believe the Canvas environment was well structured.

Scale: TIU Answer scale | σ 1.1 | Number of times filled in: 23

3.7

I believe the communication about the examination was clear.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 23

3.8

I have acquired new knowledge from this course.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 23

4.3

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 23

4

In general, I am satisfied with the quality of education in this course.

Scale: TIU Answer scale | σ 1.5 | Number of times filled in: 23

3.1

In my opinion, the study load in comparison to the amount of credits was; (Note: 1 EC equals 28 study hours)

Scale: 1 to 5 (points) Low/High | σ 1.3 | Number of times filled in: 23

4

In this course I have (further) developed my academic attitude (For example; intellectual independence, a critical mindset, social and scientific responsibility, entrepreneurial spirit).

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 23

3.4

It was clear what I needed to do in preparation and in the reviewing of the lectures.

Scale: TIU Answer scale | σ 1.4 | Number of times filled in: 23

3.5

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 23

3.5

The study materials (e.g., literature, tasks) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 1.3 | Number of times filled in: 23

3.2

What could be improved about this course?

Scale: Open question | 23 answers by 23 respondents | Total Not applicable: 7

1. In my opinion the slides did not have sufficient information for me to understand the content. Since the content was challenging, going to the lecture was not sufficient for me to understand the theory and while revising on my own the slides were not as helpful. Additionally, the timing of the assignments were not optimal, since the second one was in my opinion too close to the final exams.
2. Problem sets and their respective solutions were not well-structured, facing constantly typos and wrong answers given even in MC questions. Problem set answers were not properly uploaded in the main "Modules" page
3. The course, especially the problem sets are overly complex. Slides were needlessly complex, a lot of concepts were explained in symbol rather than words, making studying through the lectures too long because we essentially have to decode the lectures. It didn't help the fact that the lecturer was not good at explaining those concepts
4. Explanations from the slides and professor can become very difficult to follow. The material is very dense and thereby requires a large amount of time to be understood. For example, terms like first best and gamma are referred multiple times but not explicitly defined in the slide decks. Therefore, the designated amount of lectures is not enough to sufficiently cover the material in the course. Since a lot of the concepts are new, the examples needed to explain them, take time that is not available. Furthermore, the slides do not define all parameters, and when showing exercises, they skip steps, so when learning this material for the first time it becomes difficult to understand the logic of the problems. In addition, exercises in the problem sets are long, and the answer sheets do not fully explain all the steps so it becomes difficult to understand how the answers are determined. If time constraint is an issue, I believe recorded videos of exercises being solved would definitely benefit the students due to the heavily theoretical nature of the concepts. Despite the course being theoretically interesting, I believe its execution should be significantly improved.
5. The slides could be uploaded earlier, since it helps with studying in advance. Without doing that, the lecturer goes too fast and I can understand little. The slides are also not well-structured and not understandable, which hinders me in solving the Problem Sets. The Problem Sets have too many tasks. The number should be reduced and they can maybe be placed as extra practice, because we can't cover them fully and if we do the TA has to go too fast, making it hard to follow.
6. The assignment in this course were timed weirdly. It would have been nicer to have the first assignment in the midterm week and not after when we had a lot going on in other courses.
7. First of all, the lecture slides were to some extent organized incorrectly, and the content itself was very hard to read. Not even speaking about the topic, such as Game Theory III, which took 2 lectures, but from studying-at-home perspective, were covered under ~23-ish slides. I had to spend 2 hours looking to the book and using ChatGPT to help me understand what the teacher wanted from me in the slides and what are the solution methods usual for the topic, since the teacher did not put them on the slides. Thanks to her - spent hours trying to read the slides, without even being sure I learned what I needed to. Plus, the tutorial answers were very short, without any explanations, as expected. Could've been more detailed and supported by normal solutions.
8. More step by step, instead of jumping into new topics. Sometimes I felt really unmotivated after looking at tutorial exercises, which would be way more difficult than what was being taught. Less workload would have been favorable. I feel like due to the difficulty and high workload I ended up learning more on my own, than any lectures. Slides helped but also tutorial exercises made you question if you even know anything.
9. I believe that the content was quite difficult to understand and follow. Most of the theory was not that intuitive and required a lot of time outside of class to understand. The tutorials also went quite quickly. Overall, the course is quite difficult and I noticed that even from peers who would usually perform well.
10. The material taught in the lectures and the tutorials differs significantly. The tutorials are extremely challenging, and the tutor often cannot finish all the exercises within the allotted time. This makes the course feel as if it is setting students up for failure rather than preparing them effectively. Additionally, the lecture slides are not clearly written. The course would benefit greatly from having an accompanying textbook. (I know there is additional literature on canvas, but a student doesn't have enough time to go through 5 books in order to understand a single course.) Attending the lectures alone is not enough to ensure that students remember and fully understand the material when preparing for the exam.
11. The information on the slides sometimes was confusing and could be better explained.
12. Maybe add more source material for the things we learn in class, like references to books or papers
13. Many mistakes on material.
14. A lot of complaints were given last year, and the lectures and tutorials were practically identical, which is in my opinion somewhat ridiculous.
15. The problem sets often had typos or wrong questions. The communication about these mistakes could be clearer.

16. Overall, I feel that there are too many different topics covered in too little time. Particularly at the end, when there are quite suddenly 2 completely new models introduced.

What went really well about this course?

Scale: Open question | 23 answers by 23 respondents | Total Not applicable: 11

1. The course introduced a new way of approaching complex situations and problems
2. Game theory wa very satisfactory part of my semester. To enter rationality and beliefs' world and try to adapt myself to various occasions proposed to excercises
3. The weekly quizzes were good
4. There are plenty of exercises in order to practice for the exam. This is very much appreciated since it creates chances to make mistakes and learn from them
5. Both the TA and the lecturers were helpful when you asked them questions.
6. The help of ChatGPT to read the slides.
7. I really enjoyed the material once I started to understand, and it was an easy beginning which was also nice and well taught.
8. I enjoyed the assignments and working with other people. The lecturers were also approachable
9. There was a lot of space to ask questions and materials to practice.
10. The materials were interesting
11. The close to heart examples (buying a used car, climate change) made the subject matter interesting
12. In the first half, most of the ideas overlap in some way and as such it leads to logical order in the course when buidling up knowledge.

Questions

Lecturer questions

The explanations of the lecturer were clear to me.

Scale: TIU Answer scale | σ 1 | Number of times filled in: 14

3.6

The lecturer facilitated an ambiance of respect between students themselves and between the lecturer and students.

Scale: TIU Answer scale | σ 0.6 | Number of times filled in: 14

4.6

The lecturer stimulated me to think actively about the subject matter.

Scale: TIU Answer scale | σ 0.7 | Number of times filled in: 14

4.4

COURSE 230388-M-3 Microeconomics 3, part 1 (CentER) 2023 BLOK 4

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 3, part 1 (CentER) (230388-M-3_2023)
Evaluation name	COURSE 230388-M-3 Microeconomics 3, part 1 (CentER) 2023 BLOK 4
Evaluation start and end date	17 May 2024 until 23 May 2024
Method	Invite

Average student groups results

Student group details

Response

COURSE 230388-M-3 Microeconomics 3, part 1 (Center) 2023 BLOK 4

0

COURSE 230375-M-3 Microeconomics 2, part 1 (CentER) 2022 BLOK 3

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 2, part 1 (CentER) (230375-M-3_2022)
Evaluation name	COURSE 230375-M-3 Microeconomics 2, part 1 (CentER) 2022 BLOK 3
Evaluation start and end date	16 Feb 2023 until 01 Mar 2023
Method	Invite
Amount of respondents	1 out of a total of 2 (50%)

Average student groups results

Student group details

	Total	Course	Response
COURSE 230375-M-3 Microeconomics 2, part 1 (CentER) 2022 BLOK 3	4.2	4.2	1 / 2 (50%)

Questions

Course questions

I have acquired new knowledge and understanding from this course.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

5

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

4

In general, I am satisfied with this course.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

4

The course fit well with my prior knowledge and skills.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

4

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

5

The study materials (e.g., books, syllabus, other literature, assignments, Canvas environment) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 0 | Number of times filled in: 1

3

What could be improved about this course?

Scale: Open question | 1 answers by 1 respondents

1. I felt the lecture slides could be made a bit more complete so that an individual reading them for the first time without attending class is also able to understand. I feel it's hard to follow them, and I need to keep referring to online books to make some things clear.

What went really well or did you really like about this course?

Scale: Open question | 1 answers by 1 respondents | Total Not applicable: 1

EXAM 30J112-B-3 Microeconomics for IBA 2021 SM 1

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics for IBA (30J112-B-3_2021)
Evaluation name	EXAM 30J112-B-3 Microeconomics for IBA 2021 SM 1
Evaluation start and end date	18 Oct 2021 until 31 Oct 2021
Method	Invite
Amount of respondents	22 out of a total of 430 (5%)

COURSE 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 2 (CentER) (230332-M-6_2021)
Evaluation name	COURSE 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3
Evaluation start and end date	25 Mar 2022 until 07 Apr 2022
Method	Invite
Amount of respondents	7 out of a total of 12 (58%)

Average student groups results

Student group details

	Total	Course	Dongchen He	Response
COURSE 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3	3.8	3.8	4.1	7 / 12 (58%)

Questions

Course questions

I have acquired new knowledge and understanding from this course.

Scale: TIU Answer scale | σ 0.9 | Number of times filled in: 7

4.3

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 0.9 | Number of times filled in: 7

4.3

In general, I am satisfied with this course.

Scale: TIU Answer scale | σ 0.7 | Number of times filled in: 7

3.3

The course fit well with my prior knowledge and skills.

Scale: TIU Answer scale | σ 1.2 | Number of times filled in: 7

3.4

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 7

4.4

The study materials (e.g., books, syllabus, other literature, assignments, Canvas environment) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 1.4 | Number of times filled in: 7

3

What could be improved about this course?

Scale: Open question | 7 answers by 7 respondents | Total Not applicable: 2

1. In every lecture, there is a very long introduction of the topic which adds little value to the learning goals. I believe more time should be spent in solving examples step by step, on the board, instead of having a verbal discussion of the games. In the end, we have to be able to solve the games making use of tools from statistics and mathematics so putting more emphasis on the formal procedure to solve the games would be very helpful.

2. PLEASE IMPROVE THE SLIDES. THERE ARE SO MANY TYPOS AND BADLY EXPLAINED CONCEPTS. I THINK THIS IS DUE TO THE FACT THAT THERE ARE WAY TOO MANY CONCEPTS TO COVER IN THIS COURSE. I AM SURE MANY RM STUDENTS WILL AGREE WITH THIS STATEMENT. PLEASE FIX THIS COURSE FOR THE FUTURE GENERATIONS AND MAKE THE GAME THEORY DOABLE AGAIN ;,,,((((

3. There is too much content and unfortunately, slides are not always clear. It would be nice if we had complete solutions in slides and for assignment answers. Because I think although the lectures are not difficult per se, it is extremely time-consuming to understand the solutions by using slides.

Recommended book (Osborne and Rubinstein) is purely theoretical which makes the book a bit unuseful (since we are expected to learn how to solve the games and not prove theorems). Therefore, we needed another book that may help us for understanding the concepts and solutions in an easier manner.

It would be nice if Dongchen could solve the tutorials more completely (not just an insight on how to solve them but complete solutions). Also, her style is too fast and so it is not always easy to follow her during tutorials. If she could explain why we solve a question in that specific way and what is the intuition, I believe it would be much helpful. In addition, sometimes she usually erases immediately what she writes. I also believe that online tutorial sessions are not a good idea. It is difficult to ask questions, my internet connection is not always good enough, and she does not record the classes. I think face-to-face tutorials would be better. (We only tried it one time)

Finally, I don't think an assignment per week is the most efficient way to proceed in this class. I think it is intended to make us study regularly, but it is not working as intended. Most of us try to solve the assignments without even studying the lectures properly. We

just look at the slides and try to solve them without really knowing what we are doing. (Of course, I can't speak for the majority but I know many people who had this problem as I have.). Then, until we study the past lectures, we have 4 slides per week again and new assignments. So, when I don't understand a lecture, I don't have the time to study it because new lectures + assignments are coming regularly.

4. Materials could have been clearer. Some topics were covered in a very short amount of time and it was not clear if they were relevant to the core of the course, given the timing constraints (e.g.: correlated equilibrium, trembling equilibrium, Coase conjecture)
5. The slides are very hard to read... maybe lecture notes and some more formal definitions of all the notations would be good

What went really well or did you really like about this course?

Scale: Open question | 7 answers by 7 respondents | Total Not applicable: 2

1. Eric's motivation to teach is inspiring and the TA is very helpful
2. I really liked Eric as a person. He is really sweet and I enjoy him talking not lecture-related stuff. He was good at giving real-life examples about some concepts and showing the relevance of the game theory
3. It is really great learning from Eric. I found the subject interesting and it is thanks to Eric. His real-life examples (for example how firm merges are investigated or how the Dutch government implemented an auction, and so on) are motivating to study game theory (it would be nicer to hear more).
Dongchen is quite knowledgeable, so when asked a question, her answers are satisfactory.
4. The amount of content that is covered. The tutorials were very good, but would have been better if in person.
5. The topics covered in the course are very interesting, but I think that it is too much material. Therefore, my suggestion is to eliminate some topics (maybe the last week), and talk more about economics applications.

Questions

Lecturer questions

The lecturer explained the subject matter clearly.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 6

4

The lecturer stimulated me to think actively about the subject matter.

Scale: TIU Answer scale | σ 0.7 | Number of times filled in: 6 | Total Not applicable: 1

4.2

COURSE 230332-M-6 Microeconomics 2 (CentER) 2022 BLOK 3

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 2 (CentER) (230332-M-6_2022)
Evaluation name	COURSE 230332-M-6 Microeconomics 2 (CentER) 2022 BLOK 3
Evaluation start and end date	23 Mar 2023 until 05 Apr 2023
Method	Invite
Amount of respondents	3 out of a total of 11 (27%)

Average student groups results

Student group details

	Total	Course	Dongchen He	Response
COURSE 230332-M-6 Microeconomics 2 (CentER) 2022 BLOK 3	4.2	4.2	4	3 / 11 (27%)

Questions

Course questions

I have acquired new knowledge and understanding from this course.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 3

4.3

I have acquired new skills from this course.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 3

4.7

In general, I am satisfied with this course.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 3

4.3

The course fit well with my prior knowledge and skills.

Scale: TIU Answer scale | σ 0.8 | Number of times filled in: 3

4

The learning goals of the course were clear to me.

Scale: TIU Answer scale | σ 0.5 | Number of times filled in: 3

4.3

The study materials (e.g., books, syllabus, other literature, assignments, Canvas environment) helped me achieve the learning goals.

Scale: TIU Answer scale | σ 0.9 | Number of times filled in: 3

3.7

What could be improved about this course?

Scale: Open question | 3 answers by 3 respondents

1. It would be really great if the formal solutions for our assignments were provided.
2. Being more respectful to break times and also having less workload, such as less assignments or referee report,
3. I personally lacked straightforward solution guides for applying the discussed concepts. During lectures, we discussed particular implications of the concepts, and sometimes it took a lot of time and effort to adapt them to a different context. For example, we discussed mechanism design in a very narrow context of revenue equivalence. When we encountered a slightly different context in the tutorial, it was quite hard to grasp what to do and how to implement the idea of a direct mechanism. The same goes for the PBE in behavioral games. I think it's an issue of lack of practice, yet we are very time-constrained by the other courses' assignments, so it would be good to have more broad examples for those topics or at least a more straightforward guide to how to solve the questions.

What went really well or did you really like about this course?

Scale: Open question | 3 answers by 3 respondents | Total Not applicable: 1

1. The teacher was really nice and in some degree, understandable towards our needs and demands even though he required a lot from us
2. I like the broad overview of the game-theoretical frontier, especially in the last lectures. I would appreciate it if we had more of this, but I agree that this is material for a more advanced course. I also liked more broad discussions of the solution concepts and their history

Questions

Lecturer questions

The lecturer explained the subject matter clearly.

Scale: TIU Answer scale | σ 1 | Number of times filled in: 2

4

The lecturer stimulated me to think actively about the subject matter.

Scale: TIU Answer scale | σ 1 | Number of times filled in: 2

4

EXAM 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3

Report composed on 04 Dec 2025 13:53

Course name	Microeconomics 2 (CentER) (230332-M-6_2021)
Evaluation name	EXAM 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3
Evaluation start and end date	04 Apr 2022 until 17 Apr 2022
Method	Invite
Amount of respondents	4 out of a total of 8 (50%)

Average student groups results

Student group details

	Total	Assessment	Response
EXAM 230332-M-6 Microeconomics 2 (CentER) 2021 BLOK 3	4	4	4 / 8 (50%)