

Lester Lusher (LEC)  
 122 Section 2A SSII 2015

Enrollment 72 % responding 61%	Excellent	Good	Neutral	Poor	Very Poor	N	% Agree	% Disagree
1. Clarity and organization of instructor's presentation.	37	6	1	0	0	44	98%	0%
2. Instructional value of course assignments, such as problem sets, term papers, and	36	6	1	1	0	44	95%	2%
3. Instructor's availability and helpfulness during office hours.	35	8	0	0	0	43	100%	0%
4. Instructor's responsiveness to difficulties students have in understanding the	38	5	1	0	0	44	98%	0%
5. Extent to which examinations were a fairly chosen sample of the course material.	27	13	2	2	0	44	91%	5%
6. Fairness and timeliness of grading.	36	7	1	0	0	44	98%	0%
7. Extent to which the number of units for this class were appropriate to the amount	37	6	1	0	0	44	98%	0%
8. Intellectual challenge of this course.	38	6	0	0	0	44	100%	0%
9. Extent to which the course has stimulated your interest in the subject matter.	37	6	1	0	0	44	98%	0%
10. Overall evaluation of the instructor's teaching.	38	6	0	0	0	44	100%	0%
11. Please indicate the overall teaching effectiveness of the instructor	36	7	1	0	0	44	98%	0%
12. Please indicate the overall educational value of the course	41	3	0	0	0	44	100%	0%

**COMMENTS**

"Great professor. Explains material really well and helps in any way after class."

"Excellent professor/lecturer. Explains material in a very organized matter and very sequential progression of concepts. The problems that he goes over in class are very closely related to the exams and is *[sic]* very helpful during office hours. Tells us exactly what to expect on exams. One of the best in the Econ Department easily by far!"

"This class was incredibly interesting I did really well in this class because you were patient in class & office hours and were willing to do multiple examples. For the most part your lectures were directly related to tests. There were a few questions I felt were a bit too difficult & unrelated to course materials (ex#6 on midterm 2)"

"This is his first time teaching the Game Theory and I think he has done a great job in teaching. He explains the materials in a way that is easy for us to understand. Sure he is currently a Ph.D Candidate, between students like us and professors, he spoke the *[sic]* in such *[sic]* way that we can see him as friendly. The only one issue I have with him is that he speaks a little fast: But overall it's been great taking his class and I would recommend him."

“Favorite Economics course at UCD thus far. Lester makes this class more interesting and less dull with his enthusiasm. It is evident that he really knows what he is talking about & communicates the information effectively to students. This was definitely a challenging & very interesting course, favorite one out of all four I took these previous summer sessions.”

“I like the fact that you use examples to teach a very challenging course. Not many lecturers do that. Examples help a lot in understanding important concepts. However, some examples are repetitive. Maybe vary the examples more.”

“Lester is an excellent lecturer/teacher. His enthusiasm for economics is really evident in his lectures and he is always happy to help students. He also shows respect towards all students so the environment in the classroom was very comfortable. Problem sets were extremely difficult and answer keys were hard to understand. I personally would of [sic] liked more in class prep work/practice problems. Tests were very difficult w/ mostly relevant material. On test 2 there was a question that asked us to move a coin across a board. That question was not expected and in my opinion, did not indicate our knowledge of class material. Overall, very difficult course but Lester made it worth it!”

“Enthusiastic/passionate about teaching. Only qualm would be to maybe dress more professional.”

“Fantastic! His upbeat enthusiasm helped keep the class engaged and interested. Huge advantage being being [sic] taught by [sic] grad student. Able to approach material and learning strategies in a student perspective. Considering the historic difficulty of this course w/ added challenge of summer session speed. I feel I learned and retained material @ an above average rate. 10/10”

“I really enjoy having grad students teach courses because they really understand what students struggle with and what he needs to focus on. Lusher was a great professor and was very easy in office hours.”

“I prefer 1h 40 minutes for both midterms than the time that gave [sic] to us.”

“Very clear and organized. Easy to follow, the most interesting and intriguing [sic] ECN course I’ve taken among all the others in terms of instructor’s [sic] teaching effectiveness! Always willing to answer students’ any question in class!!”

“In terms of teaching/lectures, definitely top 5 in my career here at UCD—absolutely amazing! For such a difficult/hard to understand course, I’m so glad to have taken it with Lester. Tip/request for Lester: Everything makes sense in class, but the notes being a little more detailed (say with simple steps written out) can be helpful a few days later/exam time comes around.”

“The instructor did a great job for this class. It’s a nice instructor.”

“Thank you so much.”

“He is great. He made the class very more [sic] interesting.”

“He is really a good instructor. Present lectures in a clear and well-organized way. In addition videos related to class material were quite interesting. Btw I like his handwriting 😊”

“Very good class, excellent lectures. Only criticism [*sic*] would be that some exam questions such as midterm 2, came from book material that wasn't gone through fully in class. However, that was fair so maybe just specify a little more to look/review book since not all came from lectures (such as different types of Cournot). Regardless, excellent teacher, would most definitely take classes from him again.”

“I would prefer TA sections to discuss more concepts rather than going over homeworks. I would prefer more mathematical explanations like the textbook.”

“Omfg. He's so sexy. My one complaint is the stupid ~50 min midterms. He compares this class to classes taught during the regular quarter and uses the reasoning that because those students get ~50 mins, we should, too. This is a SS class though, where material is taught at an accelerated pace, which, I'd say, puts us at an advantage.”