



universität  
wien

Qualitätssicherung

Lukas Mitterauer

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An:  
Clement Minaudier  
Edona Reshidi  
Anita Györfi

persönlich

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrt\*  
Clement Minaudier  
Edona Reshidi  
Anita Györfi

Als Anlage erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation S20 zur  
Veranstaltung Entscheidungs- und Spieltheorie (BA) (20S-04-040106-01)  
mit dem Fragebogen vom Typ 004-1eV6:

Im ersten Teil wird das Antwortverhalten der Studierenden detailliert dargestellt.  
Im zweiten Teil des Auswertungsberichts werden die Mittelwerte aller einzelnen Fragen aufgelistet.  
Der dritte Teil beinhaltet die Antworten zu den offenen Fragen.

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email: [evaluation@univie.ac.at](mailto:evaluation@univie.ac.at)).

Mit freundlichen Grüßen

Lukas Mitterauer



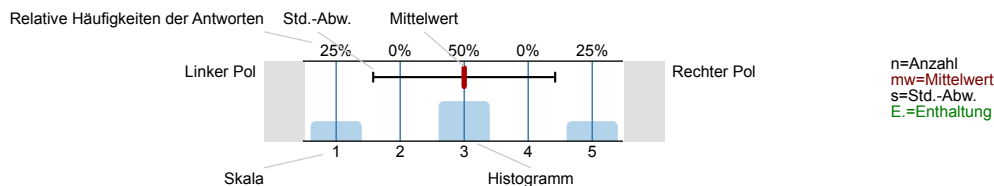
# Clement Minaudier Edona Reshidi Anita Györfi

Entscheidungs- und Spieltheorie (BA) (20S-04-040106-01)  
Erfasste Fragebögen = 55

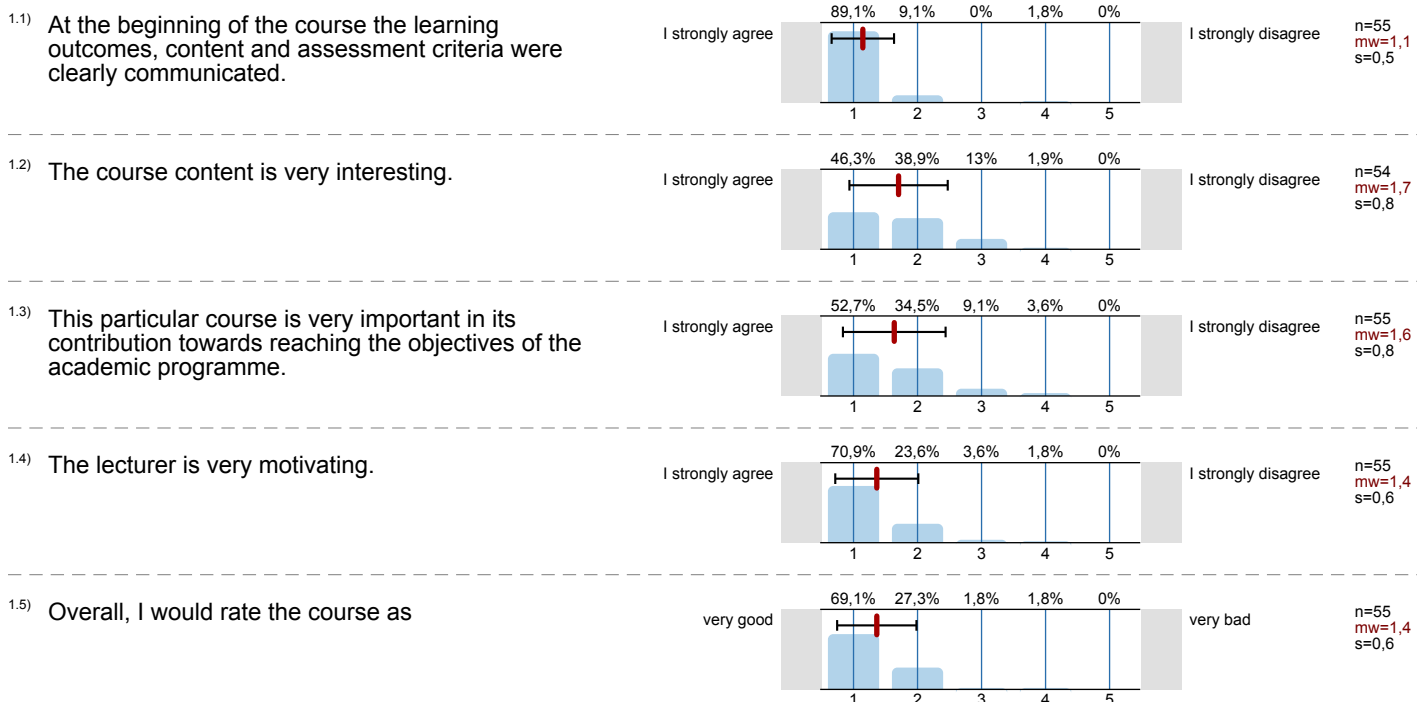
## Auswertungsteil der geschlossenen Fragen

### Legende

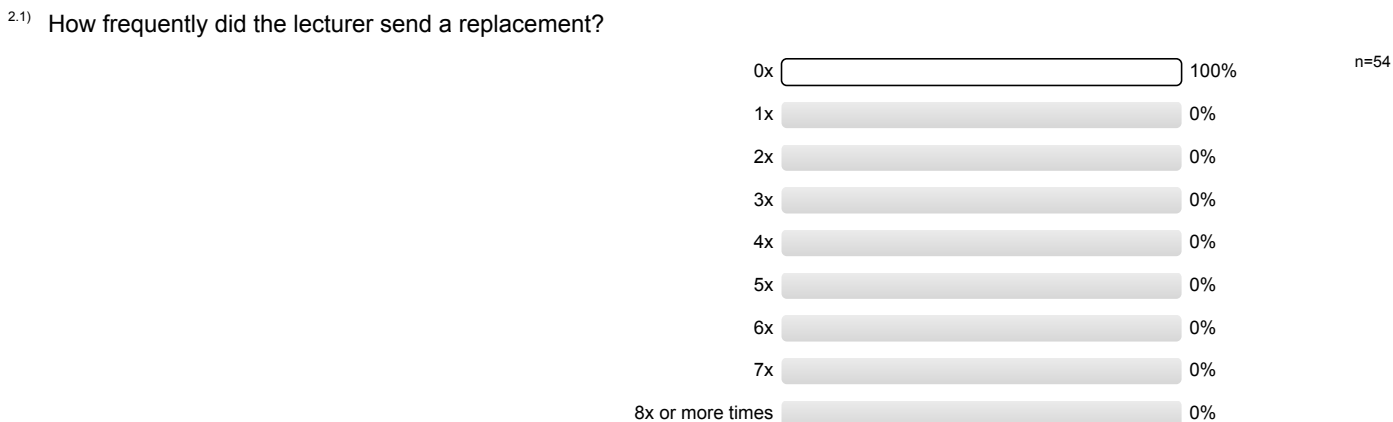
Frage**text**



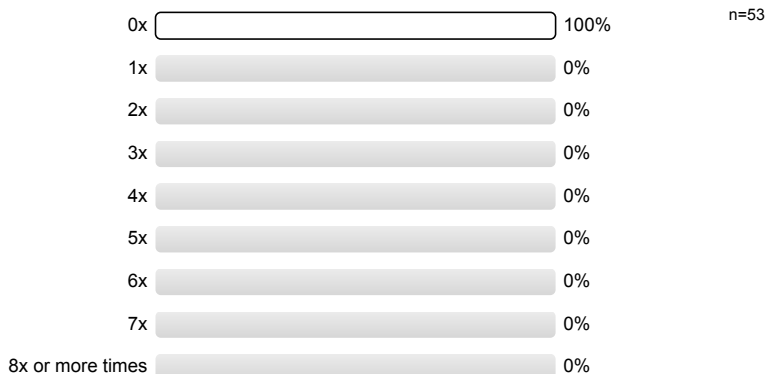
### 1. University-wide section



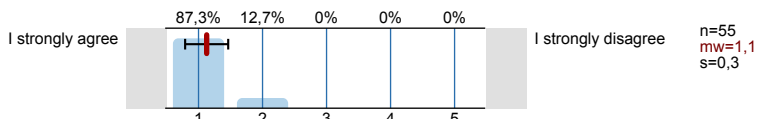
### 2. Questions from the directorate of studies



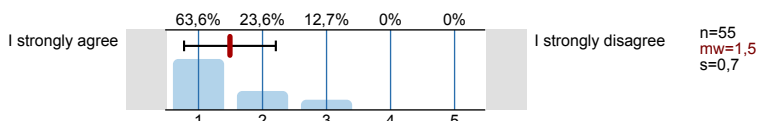
2.2) How many classes were cancelled and not rescheduled?



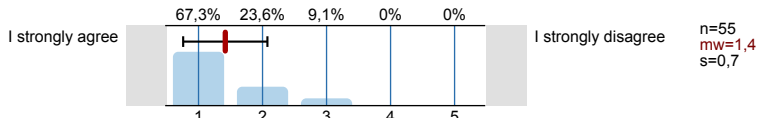
2.3) The lecturer provided a well-structured course.



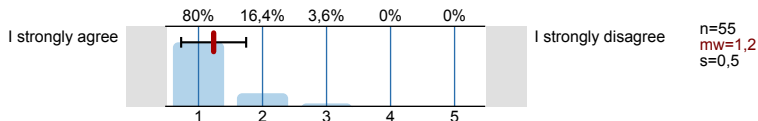
2.4) The lecturer focuses on the students and their levels of knowledge.



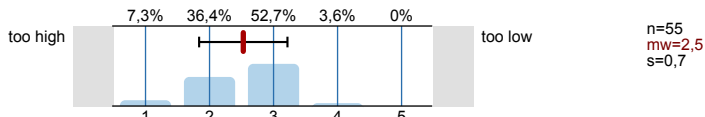
2.5) Complex subject matter and examples were explained in a comprehensible manner.



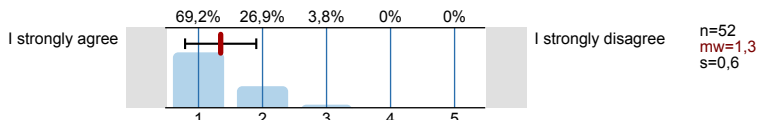
2.6) The lecturer gave useful feedback on questions, suggestions raised and contributions made by the students.



2.7) In comparison with the specifications of the curriculum (ECTS credits), the total workload is



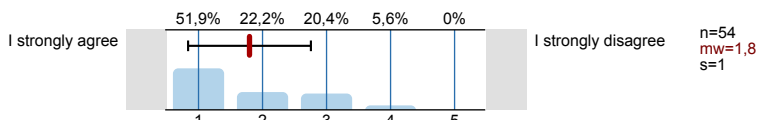
2.8) If you answered yes: The content of the syllabus corresponds to the course content.



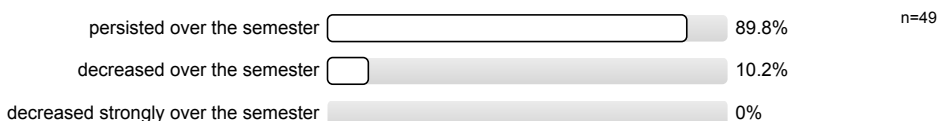
2.9) Have you already covered any content of this course in other courses?



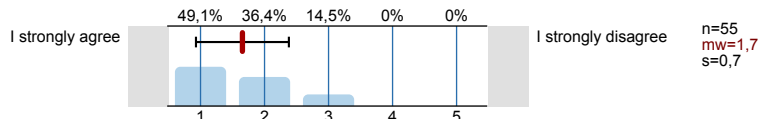
2.11) I had sufficient prior knowledge to be able to follow the course comfortably.



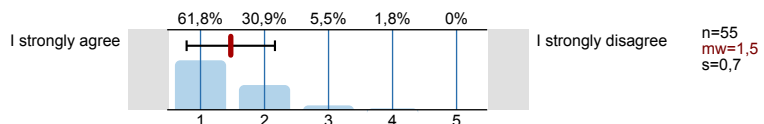
2.13) The number of students attending the course ...



2.14) The students participated in the course.



2.15) I have a clear idea of what to expect in the examination.

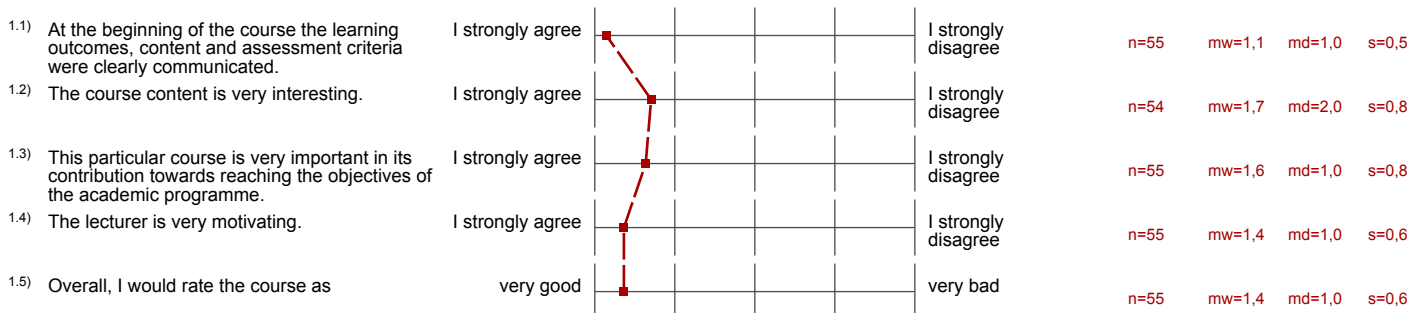


# Profillinie

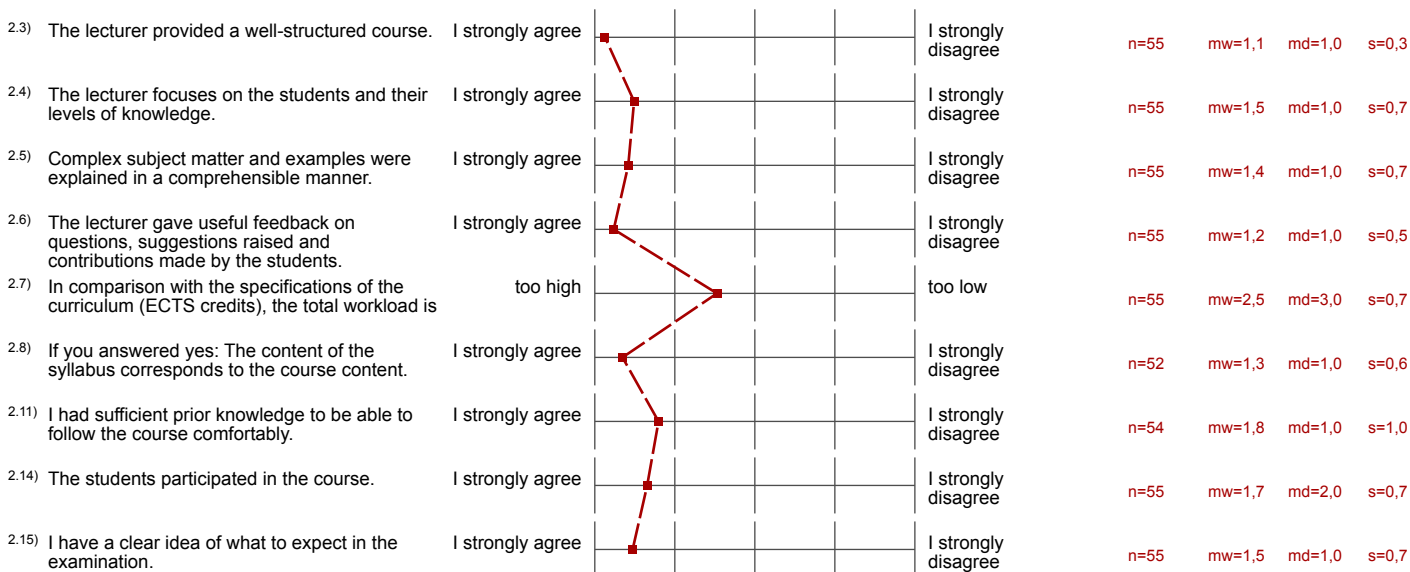
Teilbereich: SPL004 - WiWi  
 Name der/des Lehrenden: Clement Minaudier  
 Titel der Lehrveranstaltung: Entscheidungs- und Spieltheorie (BA)  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

## 1. University-wide section



## 2. Questions from the directorate of studies



## Auswertungsteil der offenen Fragen

### 2. Questions from the directorate of studies

2.10) If so, which content?

- Base of Nash eq., maximisation of profits, Bayes rule
- Basics of Game Theory in Strategic Thinking Course
- Bayesian Games , adverse selection, assymetric information, but only because I'm studying Master's in Economics
- Finanzwissenschaft: Nash Equilibrium, various types of games etc.
- Microeconomics (2 Nennungen)
- Microeconomics, model of stackelberg, cournot, and bertrand
- Some concepts are partially covered in other courses (profit maximization problem, preferences, utility function, the simplest games like the prisoner's dilemma or Bayes rule, etc.). But these concepts are not covered in detail in other courses. They are in some way a good preparation for this course.
- nash equilibrium was talked about in introductory courses, nothing more

2.12) If you lacked prior knowledge, please state what this was:

Es wird keine Auswertung angezeigt, da die Anzahl der Antworten zu gering ist.

### 3. Open questions

3.1) I have the following additional comments about the course:

- - Lecture slides were very comprehensible
  - Everything was recorded
  - When there was a question (organization of the course or the content), Prof. Minaudier took time to answer them in detail (thank you!!)
  - The Problem Sets with written and recorded solutions were available. They were perfectly coordinated with the course material so when you are able to solve them on your own, you have the certainty that you digested the course material properly (I have never seen this so well done in another course at the econ institute before, thank you so much for doing this - this helped me so much with learning!)
  - For the midterm and the final, mock exams were available (that was the best, thank you for helping your students to asses your expectations!)
  - Grading was fair and I had never the feeling that Prof. Minaudier wants to punish his students with the grading (thank you again!)
  - Prof. Minaudier is an expert on his field
- A well put together course, while a different weighting of the Problem Sets might motivate students to invest more time in then. All in all considering the circumstances of the semester well done.
- Great course, interesting subject and very motivating instructor (despite the circumstances). I think the workload was also very fair for that amount of ECTS and the pace was perfect.
- Great lectures (even though remote). Very motivating!
- I recommend that homework section takes more than just 10%. The workload is too high and we had to submit homework every week.
- I'm not hugely interested in Game Theory, but the material covered was everything and more you need to know when reading economic papers or books that get a little bit more technical. The lecturer really boiled down hard to understand stuff in the most basic way, which saved a lot of learning time outside the lecture. The Homework invited to pause and ponder and it was always an intellectual stimulation doing it. I really appreciated that there was not too much pressure doing the homework right, due to it's low weight on the endgrade, this allows for a more free approach when doing it. The slides are good and I will surely come back to them when I don't understand some concepts in later courses.
- It was a good combination of the theory on the lectures and home-learning. Despite solving the problem sets had been quite time consuming, I found it much better to think about the related questions before the tutorials. As I see, even if it took more time, this kind of home learning was much more effective for me than e.g. one more tutorial per week, because solving the questions on my own helps memorizing them much better. In addition, only two of them were graded, with a 3%-3% weight, so it helped much for the ones, who could really benefit from this, yet it did not "punish" the ones, who did not prefer this kind of learning.
- Note on at home learning: I believe that at home learning - specifically recorded lectures was extremely beneficial for myself. Being able to rewind the lecture video to hear an explanation or example was incredibly helpful. In economic terms U(recorded lectures)>>>>>>>>U(not recorded lectures). If the university has the capacity to have recorded lectures and it's goal is for students to learn, I strongly recommend continuing this process.

Overall, I thought the course was presented well. I believe the main concepts of the last lectures could have been presented better (adverse selection through signalling). The concepts are abstract, which I understand, but, for example, the only time that the slides

seem to define adverse selection is in lecture 10 slide 19, "this is called adverse selection: only bad quality goods are sold in the market (only low types select into the market)" - which is a definition applied to the specific game at hand and not a general concept. The abstract concepts such as adverse selection are presented well, but I'd prefer a formal definition, of, for example, when adverse selection is present and when it is resolved, in writing to reduce confusion.

- Respectfully, the 1 hour 30 minute time limit + 30 minutes to upload for the midterm and final exams felt a bit too short. Other classes this semester had exams that were 2 hours long and that felt like a more appropriate length of time for completion for the amount of questions asked.  
I'm sorry to say the solution tutorial videos by the TA were not helpful. She just read the words off the solutions page, that we could have read on our own. She did not go in depth at all and explain how she calculated the solutions and just assumed that we knew how to do all calculations and formulations on our own. I think we can assume most students who take the time to watch the solution videos feel they need additional help and information on how to correctly solve the homework and that was just not provided in her videos.
- Sometimes it was really hard to solve homeworks even with lectures and slides, maybe it would be better to make homeworks, which are better correlated with slides
- The content of the course, the way of grading in the exercises and exams are great and I would not change anything. In one word, well done! :)
- The corona situation was very well handled and this was by far the best organised course during home learning. Even though everything was presented online, this was the most interesting course I've had so far.
- The course itself was not one of my favorites but it was still one of the best courses in Uni Wien. Workload divided properly, slides not too long and very clear, many life related examples for the theory etc..
- The course itself was perfectly well done, I just don't think that it should be a compulsory course.
- The course was very interesting and well structured and the problem sets were helping a lot to prepare for the exams and to keep up with the lecture material. The provided solutions were very detailed and perfectly explained, so it helped me to understand fully what I have or should have done. I have really enjoyed the class, all the real-life examples, I think many of us have learned a lot during this course.
- The evaluation of the exercises is from arbitrary to unfair.  
It was communicated that the attempt counts, not the right solution.  
At the end, on one of my problem sets I only got points for correct answers.

At the beginning illegal evaluation criteria were announced.  
Before the midterm they got changed.

- The whole home learning situation was handled really well in general, there was lots of interaction and information (especially in comparison to other lectures).  
The midterm exam was really stressful, as there was too little time to solve all the questions, but in the end it was graded appropriately.  
The only part of this lecture I would like to criticize/ is the system of grading the Problem Sets, not in terms of the weight it carries of the final grade or the degree of difficulty, but in terms of the random selection when ones ps will be graded. We soon figured out that it was in alphabetic order, which is kind of unfair. As my surname starts with a letter at the end of the alphabet, I was graded on the last problem sets of both major topics, where the content is obviously harder. In the Future I think it would be fair to really choose randomly whose ps is being graded when.
- Very interesting course, very well organized!

I think that this course is important, because it teaches the students to think more strategically and to apply concepts learned in this course in the real economic/business situations. The motivational examples presented by the lecturer are also very helpful to see the application of many game theoretical concepts.

In comparison with other courses, this course was from the beginning very well organized and very well prepared for the implementation of home-learning. It was extremely helpful that the lecturer made us all lecture recordings and tutorial recordings available, otherwise it would be impossible to learn such a complex content on your own.

However, I would like to make two additional comments.

(1) I think that the complex problem sets that we must hand in are undervalued in comparison with the effort we must exert to solve them. In my opinion, handing problem sets should be weighted with more than 10% (or maybe in order to incentivize with extra points for handing in all the problem sets).

(2) Although the lecturer always indicates during the lecture when there is a small typo or another small mistake in the slides, it is sometimes confusing when the slides after the lecture are not updated.

All in all, very interesting course and well-motivated lecturer.

<sup>3.2)</sup> I have the following additional comments about the lecturer:

- - Despite this semester was quite challenging due to obligatory distant learning, I did not perceive any of its negative impacts on this course and it was mainly the result of the high effort by the lecturer.
- I really appreciate that the lecturer found the suggestions from some students about changing the weights of the problem sets as constructive and not as offensive.
- The explanation was always clear, the presentation was well-structured and easy to follow, the lecturer had very good presentation skills.
- The interactive character of the course represented a great additional value.
- The lecturer was motivating, we could always ask questions.

- A lecturer that asks regularly for feedback and receives it well. One of the little lecturers that had live sessions and enabled at least some form of interaction. Furthermore a clear communication with the students via e-mail with motivating content.
- As compared to my prior experience with this course in the previous year, Mr Minaudier is an amazing lecturer. Even though we had our courses online, he managed to keep us motivated and interested during the semester. He provided us with very good methods during the whole semester, even though we couldn't meet physically in the lecture halls with him. He was always happy to answer our questions and provided a comprehensive answer.  
I really really enjoyed his teaching this semester and hope that he might be teaching more courses as he is a really good and captivating lecturer!  
I hope to see more enthusiastic young people like him teaching in our university
- Clement Minaudier was one of the most motivating lecturer I've ever had in this university. He really cares about the students and eliminates confusion if there were any. In comparison to the course last year with Maarten Janssen, I developed with Minaudier a strong interest in game theory and why it is indeed important in the branch of economics. Thank you for being our lecturer in game theory. I hope you stay longer in the University of Vienna to teach other students in game theory.
- Clement did a great job - he adapted to online teaching very fast and found a great format. I think overall my learning outcome was even better than without the lock down because I could re-watch lectures, pause and digest the content, etc - and now I really like game theory and have the feeling that I gained a very solid foundation which I'll be able to apply in my future career but even in everyday life.  
Thank you Clement, this was great. You're a very talented lecturer and I could tell you really care about us students!
- Clement i Love you! You're the best Professor at the university of Vienna! Big Engagement from Clement's side , and his Style of Teaching is Perfect, really wants that the Students understand the subject! really big effort! thanks for everything!
- Dear Professor Minaudier,  
  
In my opinion, you have provided possibly the best learning experience for us students during this Corona situation and have been very fair and cooperative regarding the mid-term exam discussion. I think the workload was very balanced and manageable, but still ensured that high-type students self select into exerting effort :-)  
  
Kind regards,  
Future Harvard MBA graduate
- Did a great job in adjusting his lecture to Corona virus' circumstances
- Did it very well, everything was well explained.
- Given this semester's circumstance, I thought that Clement did a great job. He organized everything well, made everything accessible, and made his best effort to make the content more digestible to us. I would also like to commend him for not just taking the class' critiques after the midterm exam well, but also adjusting when necessary and keeping his ground when found that certain suggestions would've made the course too lenient, which would be to our loss.
- I just want to say thank you for this great course. There are very little courses that are so well structured and executed in the econ curriculum. I learned a lot.  
Thank you for putting so much effort (despite corona!) in this course and for taking students needs serious. When I could give you a grade for this course, you would get the best grade that I ever gave for a mandatory course in a teaching evaluation.  
  
When you do this course also next summer term, I will ask your students to nominate you for the teaching award of Uni Wien.
- I think it was good and intelligible, and all main aspects were clarified
- Lecturer was charismatic and nice to listen to. He has a great teaching style and he communicated clearly with the class throughout this difficult covid19 semester. Thank you for the nice class!
- One of the lecturers that handled the corona crisis the best. Way better than other courses ( e.g. Statistik 2)
- Professor Clement Minaudier 100/10  
Great teacher  
Very high effort
- Professor Minaudier and his team are just awesome. They handled the situation with a lot of thought and they made the experience of this semester pleasant. Communication with the students was clear and caring and he took the feedback of some students to heart, as far as I followed. So, thanks a lot Clement, hopefully we will meet in another course!
- Thanks a lot for your effort. I know it was a pretty tough semester with the coronavirus but you handled it brilliantly. Great that you also listened to student's feedback, I really appreciate that. I think the biggest compliment I can make is my answer to the common question "How is university in times of corona?" to which I answer that some courses work well and some not so much but my GT course is the prime example of how it should be done.
- The lecturer is top! Despite all the circumstances, he was the the only one who held the class without any interferences, always kept in touch with us, gave the best feedbacks to exams or questions, graded exams fair, informed us about every possible change or detail and he is not only very good in the subject but he is definitely able to explain the info very clear and understandable. One of the best professors I have ever had! Thank you a lot!
- The lecturer is very motivating and explains very clearly. Whenever students have asked questions he was truly encouraging, it didn't matter whether live (Collaborate), per Moodle or per e-mail, he always gave us fully detailed answers to our questions, not worrying about the time he had to spend answering them. He also has listened to us and took into account our point of view regarding organizational issues. Overall, I had the feeling that he really wanted us to learn, which gave me a huge motivation to study. So thank You Prof. Minaudier!



- The lecturer presented this course very well. I appreciated both the overviews of the material included in each lecture and the motivating examples. This plus the presentation of a realistic view of modeling kept me engaged throughout the entire course.
- The lecturer reacted immediately to the new situation and gave us a lot of material and help. He presented the material very well and made even more complex issues understandable. He was super responsive during online class as well as via email. Nothing to complain!
- Very interesting, communicative, ready to help at any time, he is very detailed in explanation and I only have words of praise to say. There is not a single detail I would change!

I would also commend the assistants on exercise , as well this part of lecture was good covered and explained, well done ! :)

Just go ahead like that and thank you for a wonderful time! :)

- Very motivational, Super high effort put in, always extremely fast in responding to any concern or question. Problem Sets felt fair, exam content was clearly communicated and the format shown super well beforehand through mock exams which was incredibly valuable given that this was the first time for many students taking online exams.
- Very well structured course, every lecture was uploaded on time, very well handled transition to Corona teaching. This course has a very high standards, I have studied my Bachelor's at the University of Technology in Sydney in Australia and this course was held in the same manner compared to what I was used to back in Australia. WELL DONE!!! Thank you for all your effort, Clement.

I wish there were more courses like this!!



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wien

Qualitätssicherung

Lukas Mitterauer

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An:  
Clement Minaudier  
Sigma Samhita  
Anita Györfi

persönlich

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrt\*  
Clement Minaudier  
Sigma Samhita  
Anita Györfi

Als Anlage erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation S21 zur  
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mit dem Fragebogen vom Typ 004-2-V7:

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Mit freundlichen Grüßen

Lukas Mitterauer



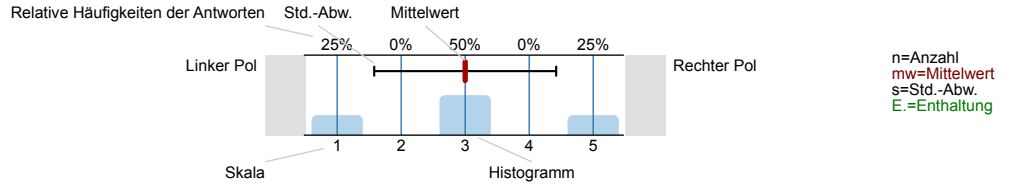
# Clement Minaudier Sigma Samhita Anita Györfi

Entscheidungs- und Spieltheorie (BA) (21S-04-040106-01)  
Erfasste Fragebögen = 33

## Auswertungsteil der geschlossenen Fragen

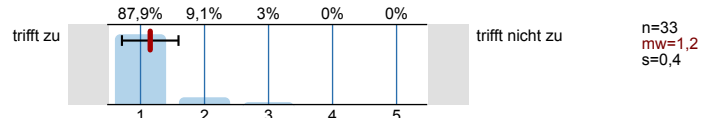
### Legende

Fragestext

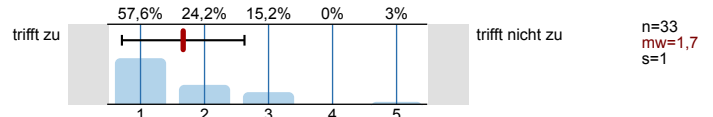


### 1. Universitätseinheitlicher Teil

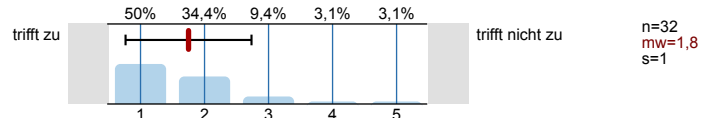
1.1) Zu Beginn der Lehrveranstaltung wurde ausreichend über Ziele, Inhalte und Beurteilungskriterien informiert.



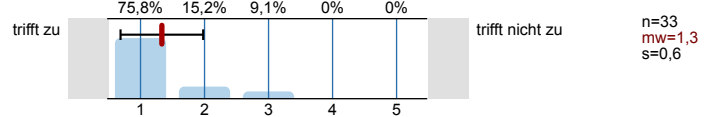
1.2) Die Inhalte der Lehrveranstaltung finde ich sehr interessant.



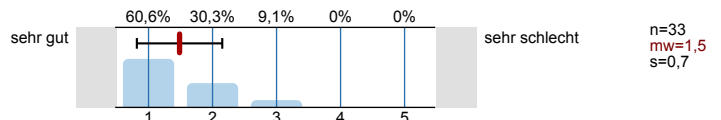
1.3) Die Lehrveranstaltung leistet für mich einen wichtigen Beitrag zur Erreichung meiner Studienziele.



1.4) Die\*Den Lehrveranstaltungsleiter\*in empfinde ich als sehr motivierend.

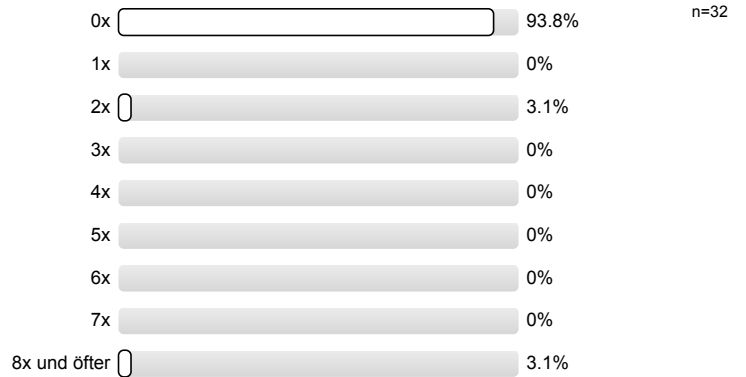


1.5) Gesamt gesehen halte ich die Lehrveranstaltung für

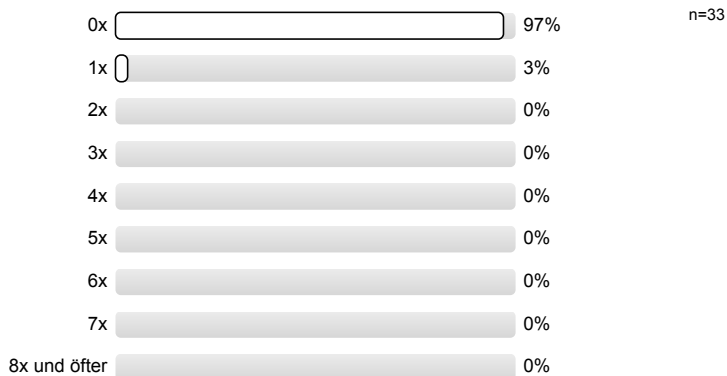


### 2. Fragen der Studienprogrammleitung

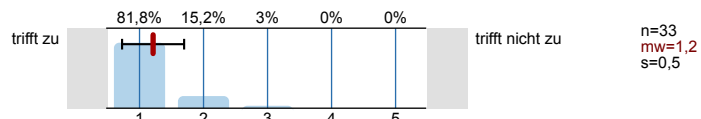
2.1) Wie oft ließ sich die LV-Leitung vertreten?



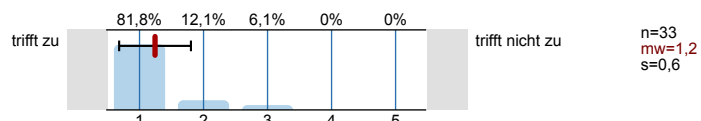
2.2) Wie viele Lehrveranstaltungstermine sind ersatzlos entfallen?



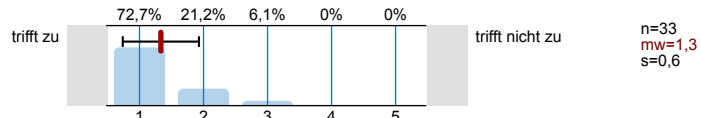
2.3) Die LV-Leitung bot eine gut strukturierte LV an.



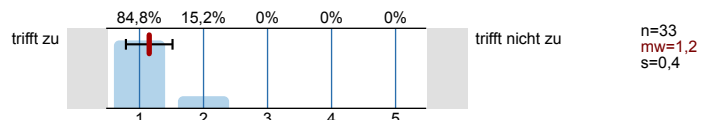
2.4) Die LV-Leitung geht auf die Studierenden und deren Wissensstand ein.



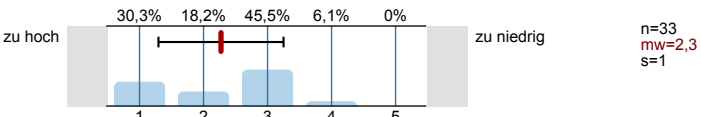
2.5) Komplexe Sachverhalte und Beispiele wurden in nachvollziehbarer Weise erklärt.



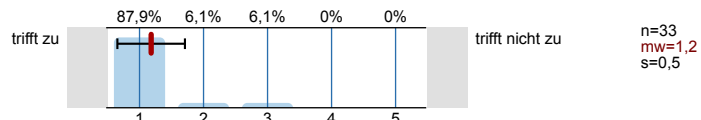
2.6) Auf Fragen, Anregungen und Beiträge der Studierenden gab die LV-Leitung hilfreiches Feedback.



2.7) Der gesamte Arbeitsaufwand (Workload) ist im Vergleich zu den Vorgaben des Studienplans



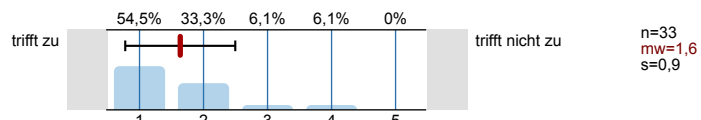
2.8) Die Inhalte der Ankündigung in u:space|u:find entsprechen den Inhalten der LV.



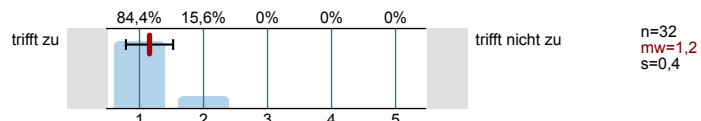
2.9) Haben Sie Inhalte dieser LV bereits in anderen LVs kennen gelernt?



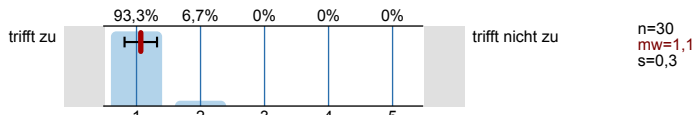
2.11) Ich hatte ausreichend Vorwissen, um der Lehrveranstaltung gut folgen zu können.



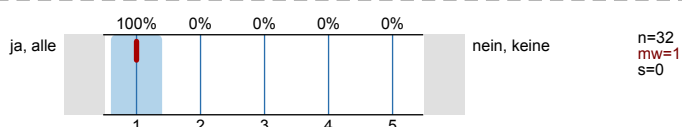
2.13) Es gab ausreichend Interaktions- und Kommunikationsphasen. (Online oder vor Ort)



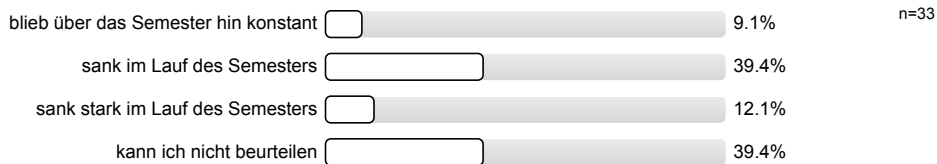
2.15) Bei hybrid und digital durchgeführten LVen: Die online teilnehmenden Studierenden konnten sich gut an den Diskussionen beteiligen.



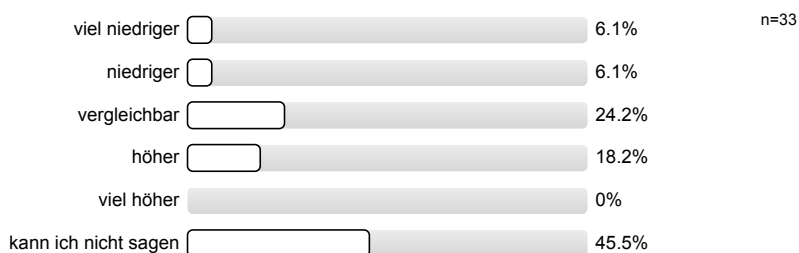
2.16) Die (schriftlichen) Lehrunterlagen wurden online zur Verfügung gestellt.



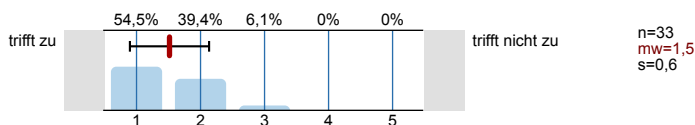
2.18) Die Anzahl der Studierenden in der Lehrveranstaltung ...



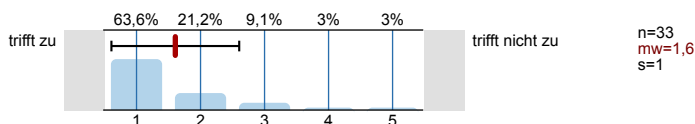
2.19) Die Zahl der Studierenden, die das ganze Semester über regelmäßig an der LVA teilnahmen, erschien mir im Vergleich zu klassischen Präsenzlehrveranstaltungen ...



2.20) Die Studierenden beteiligten sich an der Lehrveranstaltung.



2.21) Ich habe eine klare Vorstellung darüber, in welcher Form die Teilleistungen zu erbringen sind.



# Profillinie

Teilbereich: SPL004 - WiWi  
 Name der/des Lehrenden: Clement Minaudier  
 Titel der Lehrveranstaltung: Entscheidungs- und Spieltheorie (BA)  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

## 1. Universitätseinheitlicher Teil

1.1) Zu Beginn der Lehrveranstaltung wurde ausreichend über Ziele, Inhalte und Beurteilungskriterien informiert.	trifft zu								trifft nicht zu	n=33	mw=1,2	md=1,0	s=0,4
1.2) Die Inhalte der Lehrveranstaltung finde ich sehr interessant.	trifft zu								trifft nicht zu	n=33	mw=1,7	md=1,0	s=1,0
1.3) Die Lehrveranstaltung leistet für mich einen wichtigen Beitrag zur Erreichung meiner Studienziele.	trifft zu								trifft nicht zu	n=32	mw=1,8	md=1,5	s=1,0
1.4) Die*Den Lehrveranstaltungsleiter*in empfinde ich als sehr motivierend.	trifft zu								trifft nicht zu	n=33	mw=1,3	md=1,0	s=0,6
1.5) Gesamt gesehen halte ich die Lehrveranstaltung für	sehr gut								sehr schlecht	n=33	mw=1,5	md=1,0	s=0,7

## 2. Fragen der Studienprogrammleitung

2.3) Die LV-Leitung bot eine gut strukturierte LV an.	trifft zu								trifft nicht zu	n=33	mw=1,2	md=1,0	s=0,5
2.4) Die LV-Leitung geht auf die Studierenden und deren Wissensstand ein.	trifft zu								trifft nicht zu	n=33	mw=1,2	md=1,0	s=0,6
2.5) Komplexe Sachverhalte und Beispiele wurden in nachvollziehbarer Weise erklärt.	trifft zu								trifft nicht zu	n=33	mw=1,3	md=1,0	s=0,6
2.6) Auf Fragen, Anregungen und Beiträge der Studierenden gab die LV-Leitung hilfreiches Feedback.	trifft zu								trifft nicht zu	n=33	mw=1,2	md=1,0	s=0,4
2.7) Der gesamte Arbeitsaufwand (Workload) ist im Vergleich zu den Vorgaben des Studienplans	zu hoch								zu niedrig	n=33	mw=2,3	md=3,0	s=1,0
2.8) Die Inhalte der Ankündigung in u.space u:find entsprechen den Inhalten der LV.	trifft zu								trifft nicht zu	n=33	mw=1,2	md=1,0	s=0,5
2.11) Ich hatte ausreichend Vorwissen, um der Lehrveranstaltung gut folgen zu können.	trifft zu								trifft nicht zu	n=33	mw=1,6	md=1,0	s=0,9
2.13) Es gab ausreichend Interaktions- und Kommunikationsphasen. (Online oder vor Ort)	trifft zu								trifft nicht zu	n=32	mw=1,2	md=1,0	s=0,4
2.15) Bei hybrid und digital durchgeführten LVen: Die online teilnehmenden Studierenden konnten sich gut an den Diskussionen beteiligen.	trifft zu								trifft nicht zu	n=30	mw=1,1	md=1,0	s=0,3
2.16) Die (schriftlichen) Lehrunterlagen wurden online zur Verfügung gestellt.	ja, alle								nein, keine	n=32	mw=1,0	md=1,0	s=0,0
2.20) Die Studierenden beteiligten sich an der Lehrveranstaltung.	trifft zu								trifft nicht zu	n=33	mw=1,5	md=1,0	s=0,6
2.21) Ich habe eine klare Vorstellung darüber, in welcher Form die Teilleistungen zu erbringen sind.	trifft zu								trifft nicht zu	n=33	mw=1,6	md=1,0	s=1,0

## Auswertungsteil der offenen Fragen

### 2. Fragen der Studienprogrammleitung

2.10) Wenn ja, welche Inhalte waren das?

- Erasmus Guy so in my home univesity in microéconomie
- Grundlagen Betriebswirtschaftlichen Arbeitens
- Micro basic
- Micro stuff, but that is expected.
- Microeconomics (2 Nennungen)
- Spieltheorie UK
- UE Unternehmensführung
- separating equilibria

2.12) Wenn Vorwissen fehlte, geben sie bitte die Wissensinhalte an:

- neueinstieg nach 10 jahren, selbst verschuldet

2.14) Wenn nicht: Anmerkungen:

Es wird keine Auswertung angezeigt, da die Anzahl der Antworten zu gering ist.

2.17) Wenn nicht: Anmerkungen:

Es wird keine Auswertung angezeigt, da die Anzahl der Antworten zu gering ist.

### 3. Offene Fragen

3.1) Was ich zur LV noch mitteilen möchte:

- Although the topics of the course were sometime difficult Mr. Minaudier always explained everything very well and tried to give us real life examples. This helped us to understand everything better. I also liked the fact that the lectures were interactive. The topics were very interesting, and I think that we now have a good understanding of Game Theory. Another good point was that the lectures were recorded so we were able to go back to the recordings and rewatch them if some points were unclear. The teaching assistants were also very kind and helpful and always helped us if there were any questions.
- Der Midterm Test war eine Frechheit - die Zeit war viel zu knapp, auch wenn Herr Minaudier hier andere Meinung ist. Wenn man den kompletten Aufbau von Beispielen ändert, den man vorher nie so verwendet hat, kann man nicht erwarten mit so einem Pensum zeitgerecht fertig zu werden!!  
Die Beurteilung ist nicht ganz nachvollziehbar  
  
Gibt Chaos bei der Beurteilung der ProblemSets. Wenn manche der Gruppe die Beurteilung bis Ende Juni nicht haben, kann man auch nicht nachfragen was man falsch gemacht hat bzw. was man beim Test anders machen könnte.  
Das Grading der ProblemSets ist teilweise überhaupt nicht nachvollziehbar!
- I appreciate the effort the professor put into his preparation and teaching.
- I think the problem sets should have a higher valuation for the final mark. Of course you might say that, they are just here for exam-preparation but I would disagree with the statement since you have to concern yourself nearly just about speed during the exam. (You don't really learn that while preparing the problem set, I mean you could but I don't really know if this would be beneficial for the subject matter.)  
The process of doing the homework is also much more involved, because you really start to think about game theory and you also might have discussions with your colleges.
- Ich fand den Kurs alles in allem sehr spannend und den Stoff gut aufbereitet. Teilweise hätte ich mir eine genauere Übersicht gewünscht bzw. die Themen allgemeiner zu definieren und nicht primär nur durch Fallbeispiele, aber ich denke, das liegt vielleicht in der Natur der Sache, dass das nicht immer so gut möglich ist. Dies ist aber Kritik auf hohem Niveau, ich möchte betonen, dass ich den Kurs insgesamt schon sehr gut strukturiert und gehalten sehe.
- Ich finde, die LV ist gut vorbereitet und die Materialien sehr gut aufgearbeitet. Es wäre wünschenswert, wenn einige zusätzliche Infos wie der Notenschlüssel oder der genaue Bewertungsprozess der Hausübungen auf Moodle und/oder auf u:find zur Verfügung gestellt werden würden. Außerdem wäre es wünschenswert, wenn die Hausübungen etwas mehr Gewicht bei der Bewertung hätten, da sie viel Aufwand sind und nur indirekt auf die Prüfung vorbereiten. Die Prüfung selbst ist nochmals anders und wesentlich fordernder als die Hausübungen.

- Nearly perfect online lecture.  
Maybe a little bit more points for the homeworks.
- Sigma and anita are awesome and put way more effort into their lectures than other phd students do. Sigma even wrote to every graded problemset a feedback, which is really not common on our faculty.
- The explanations were clear. I would have preferred the tutorial to use a solution written ahead of time, since I had a hard time reading the solutions when participating live, so waiting for the PDF was sometimes easier.
- although I really enjoyed this course, I had to take it as a requirement to my admission in the master's program. And it is really hectic because both BA and MA game theory are given in summer semester. So I had to take them in parallel, and it became a challenge rather than a beneficial preparation.
- die Beurteilung ist ein wenig mühsam, da man alles ganz genau begründen muss was man macht beim lösen eines beispiels, wahrscheinlich eh gut aber ungewohnt eben
- great instructor, answers questions very well, the course material was very interesting and the instructor made the course even more enjoyable and easier to comprehend
- sehr gut strukturiert, sehr klar kommuniziert, sehr gut angepasst und mit anschaulichen Beispielen
- teilweise die problemsets zu zeitaufwändig=schwer
- there is too much emphasize on the two exams. maybe it's better to weight them, e.g., 30% mid term, 40% end term and 30% homework.

3.2) Was ich zur LV-Leitung noch mitteilen möchte:

- Dr. Minaudier ist ein hervorragender, entgegenkommender und motivierter Dozent, der sich sehr viel Mühe gibt, laufend die StudentInnen am Ball zu halten. Er ist aber auch sehr fordernd. Trotzdem großes Lob!
- Good guy
- I appreciate a lot, that the feminine pronoun has always been used in the documents
- I was happy with the professor and the tutors
- It is commendable that the lecturer tried to involve and I think everyone that attended and actually listened to the lecture was able to understand everything.  
But I feel like that this took a lot of time, especially during the second half where there were more calculations involved. It felt like we were not making that much progress and I lost motivation in attending the lectures live. I would have preferred if the more involved examples were done in shorter separate videos without student interactions, questions could be asked later in another livestream or just the tutorial.  
But this is complaining on a high level.
- Mr. Minaudier is a great teacher. Perfect control over the material, very articulate, always good communication, perfect pace, he frequently asks questions to maintain class participation and students' concentration. Hats off to a great teacher.
- Sehr gut geleitet
- Thank you for having been motivating and motivated throughout the whole semester, I know the online is hard for you too:)
- Thank you for preparing the slides and your presentations well! I can see that you put a lot of thought in the slides. I especially liked the synchrony in structure: motivating example, model, definitions, examples. That's top!  
I loved that you asked many questions and let us repeat important definitions which helps us memorise them, BUT:  
I'd rather not have you ask questions that can be easily answered by looking at the slide or simple calculations like  $9+5$ . This is a little overkill in my opinion.  
But all in all, favourite lecturer this semester! Keep up!  
Suggestion:
- The lecturer really inspired me to actively participate in the course. The way he was often asking questions helped me stay focused and motivated during lectures.
- Too much focus in the online lectures on the easy things, basics, definitions etc.  
  
While the complex parts are always coming up in the last 30 minutes and are way too fast explained.
- Very clear and competent explanations from Clement. He responded in the live sessions really quickly and took every question (no matter how silly it was). Superb teaching skills!  
  
The sessions with Anita were really boring and uninteresting though. You should also increase the incentives to participate more actively in the live sessions. These were a waste of time.
- positiv anzumerken, immer wieder ein push von seiten des Professors;  
sehr gute strukturierung der kapitel
- sehr engagiert, motivierend, informative Emails, man fühlt sich nie verloren, auf Augenhöhe, wünsche mir dass alle Lehrenden so wären, pädagogisch sehr kompetent, bindet Studierende ein, lobt und gibt nie ein schlechtes Gefühl (trotzdem sind die



Leistungsüberprüfungen nicht leicht, es wird einem nichts geschenkt)

- the course was structured very well

<sup>3.3)</sup> Anmerkungen zu Onlinephasen, eingesetzten Tools etc.

- BB collaborate is very comfortable to use and very efficient for me as a student, I can easily comment, raise a hand to ask a question, etc.
- Sometimes the scribbling on the slides got a bit too much for my taste.  
( I would add a screenshot if I could, but instead I will just refer to Lecture 11 at min 48 as an example)
- Technically, everything worked well. I would have preferred pre-written solutions to the hard to read written version during the tutorials.
- ok  
in den übungen teilweise verbindungs Probleme
- sehr gute Verwendung, Umfragen verwendet, Chat aktiv verwendet, insgesamt sehr gut umgesetzt



universität  
wien

Qualitätssicherung

Lukas Mitterauer

*Dguqpf gt g'Gkpt lej wpi 'IÄt 'S wrk@uuklej gt wpi '''*

*''''''''Wpkxgt uk@uut c'Ëg'7*

*C/3232'Y kgp*

*V- 65/3/6499/3: 2'23''*

*H- 65/3/6499/; '3: 2''*

*gxcnwvkgpB wpk:kgQ:eQv''*

*j wr <ly y y QwpkxkgQ:eQvls ul''*

An:  
Clement Minaudier

persönlich

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrt\*  
Clement Minaudier

Als Anlage erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation W19 zur  
Veranstaltung Mikroökonomie (19W-04-040184-01)

mit dem Fragebogen vom Typ 004-1eV6:

Im ersten Teil wird das Antwortverhalten der Studierenden detailliert dargestellt.  
Im zweiten Teil des Auswertungsberichts werden die Mittelwerte aller einzelnen Fragen aufgelistet.  
Der dritte Teil beinhaltet die Antworten zu den offenen Fragen.

Sie können eine Stellungnahme abgeben und Ihre Ergebnisse laufend einsehen unter <http://eval2.univie.ac.at/> (Der Zugang ist aus Sicherheitsgründen nur über das Universitätsnetz möglich. Wenn Sie von außerhalb der Universität auf die Daten zugreifen wollen, müssen Sie vorher eine vpn-Verbindung einrichten: <https://univpn.univie.ac.at/> ). Zur Abgabe der Stellungnahme klicken Sie auf das Notizfeld hinter dem Lehrveranstaltungstitel. Die Stellungnahme wird im Ergebnisbericht auf der letzten Seite gespeichert.

Die Ergebnisse werden von uns aus technischen Gründen nur an die/den erstgenannten LV-LeiterIn übermittelt. Wurden auch andere LV-LeiterInnen mit dieser Umfrage mitevaluert, bitten wir Sie, die Ergebnisse auch an Ihre KollegInnen weiter zu leiten.

Wir hoffen, die Ergebnisse stellen für Sie ein hilfreiches und konstruktives Feedback zur kontinuierlichen Weiterentwicklung Ihrer Lehrveranstaltung dar. Für Studierende ist es wichtig zu erfahren, was mit den Ergebnissen der LV-Evaluierung geschieht. Dies kann erreicht werden, wenn Sie den Studierenden Rückmeldung dazu geben, wie Sie die Evaluationsergebnisse aufgenommen haben und welche Änderungen Sie vornehmen wollen.

Bei Rückfragen steht Ihnen die Besondere Einrichtung für Qualitätssicherung gerne zur Verfügung (Tel.: 4277-18001  
email: [evaluation@univie.ac.at](mailto:evaluation@univie.ac.at)).

Mit freundlichen Grüßen

Lukas Mitterauer



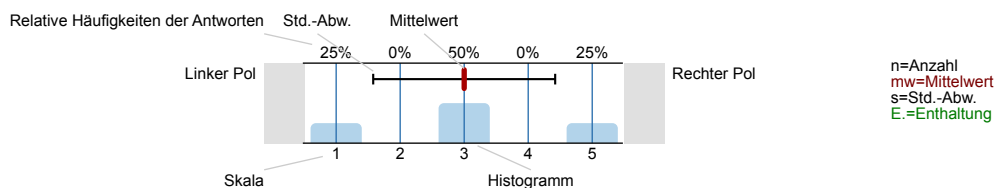
# Clement Minaudier

Mikroökonomie (19W-04-040184-01)  
Erfasste Fragebögen = 36

## Auswertungsteil der geschlossenen Fragen

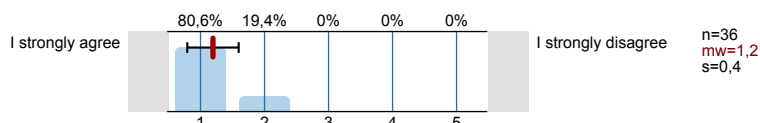
### Legende

Frage**text**

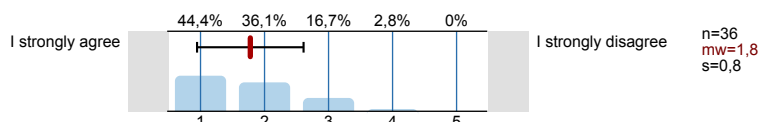


### 1. University-wide section

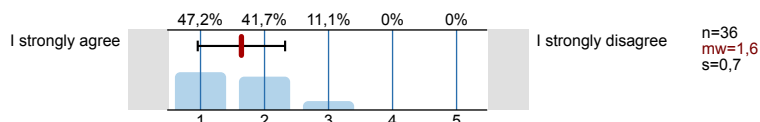
1.1) At the beginning of the course the learning outcomes, content and assessment criteria were clearly communicated.



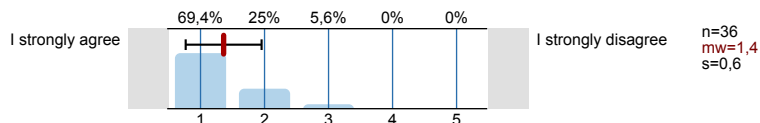
1.2) The course content is very interesting.



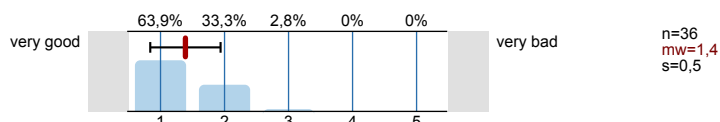
1.3) This particular course is very important in its contribution towards reaching the objectives of the academic programme.



1.4) The lecturer is very motivating.

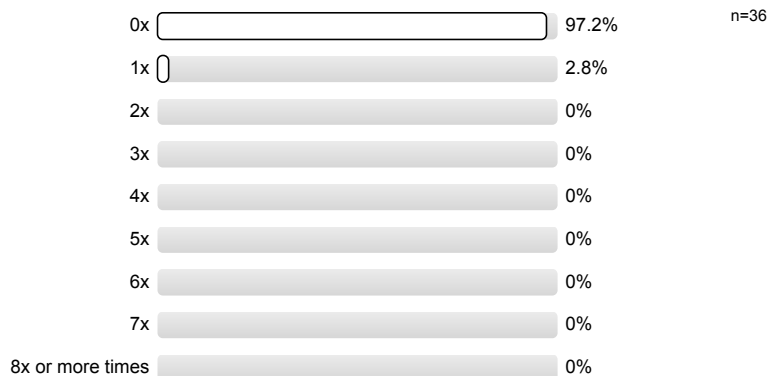


1.5) Overall, I would rate the course as

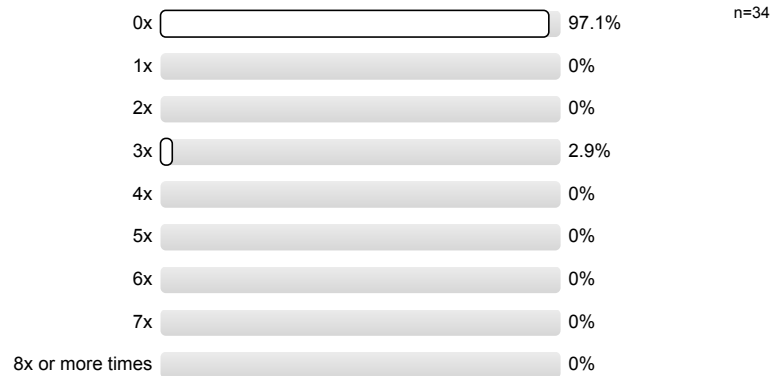


### 2. Questions from the directorate of studies

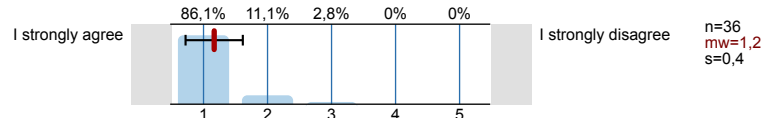
2.1) How frequently did the lecturer send a replacement?



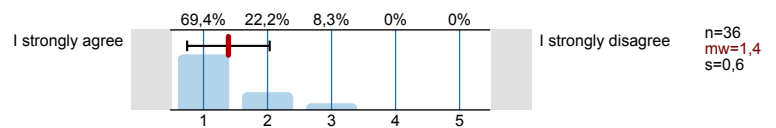
2.2) How many classes were cancelled and not rescheduled?



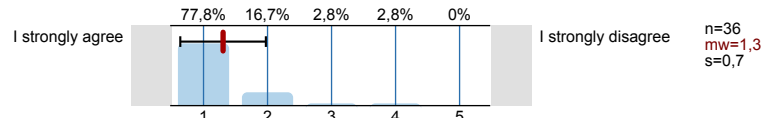
2.3) The lecturer provided a well-structured course.



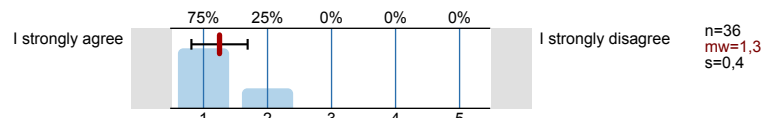
2.4) The lecturer focuses on the students and their levels of knowledge.



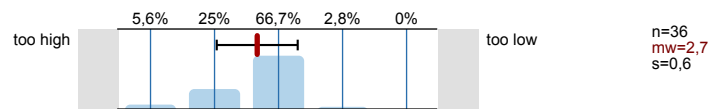
2.5) Complex subject matter and examples were explained in a comprehensible manner.



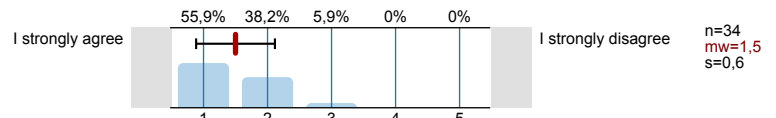
2.6) The lecturer gave useful feedback on questions, suggestions raised and contributions made by the students.



2.7) In comparison with the specifications of the curriculum (ECTS credits), the total workload is



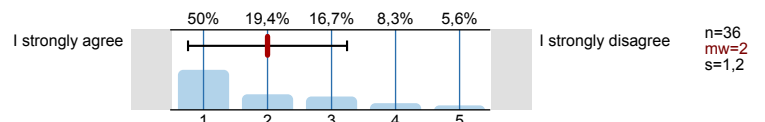
2.8) If you answered yes: The content of the syllabus corresponds to the course content.



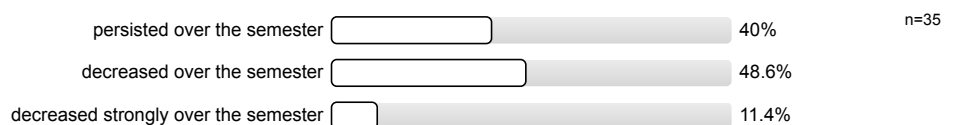
2.9) Have you already covered any content of this course in other courses?



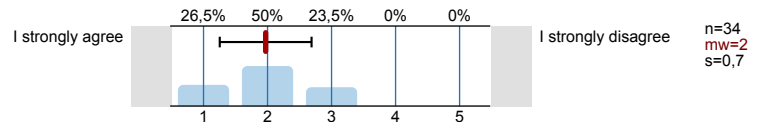
2.11) I had sufficient prior knowledge to be able to follow the course comfortably.



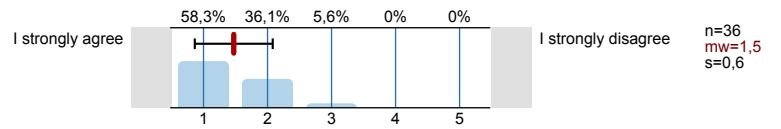
2.13) The number of students attending the course ...



2.14) The students participated in the course.



2.15) I have a clear idea of what to expect in the examination.

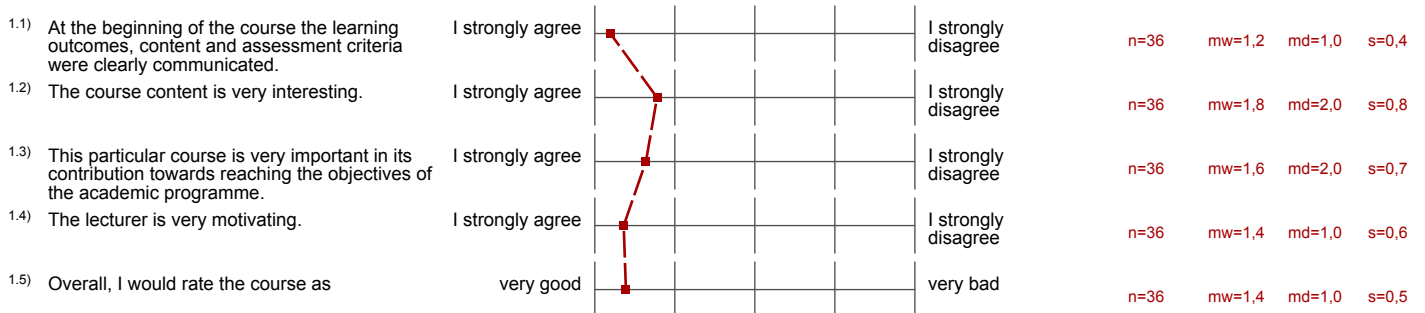


# Profillinie

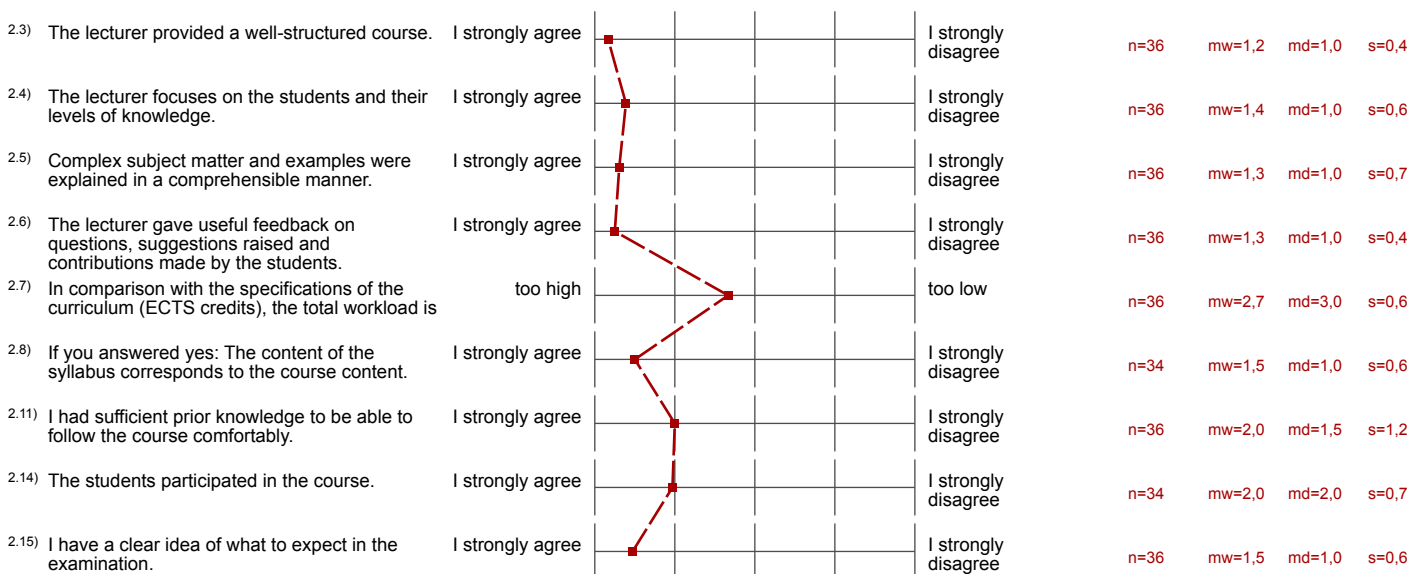
Teilbereich: SPL004 - WiWi  
 Name der/des Lehrenden: Clement Minaudier  
 Titel der Lehrveranstaltung: Mikroökonomie  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

## 1. University-wide section



## 2. Questions from the directorate of studies



## Auswertungsteil der offenen Fragen

### 2. Questions from the directorate of studies

2.10) If so, which content?

- A little bit in Macroeconomics
- Basics from the VWL Steop
- Consumer surplus and producer surplus
- Einführung in die Volkswirtschaftslehre
- Macro (2 Nennungen)
- Macroeconomics
- Market Equilibrium, Demand, Supply
- Small details, comparisons
- macroeconomics, mathematics 2

2.12) If you lacked prior knowledge, please state what this was:

- Logic in Mathematic and Derivate
- Mathematics
- lack of mathematical basics

### 3. Open questions

3.1) I have the following additional comments about the course:

- -
- In my opinion it makes more sense to have the tutorials before the problem sets and quizzes or examples just like the ones from the problem sets explained in the lecture. It would save students a lot of time and the result should be the same.
- Very interesting content. IT helps me to think more logic and clearer

3.2) I have the following additional comments about the lecturer:

- Clear lectures, well explained.
- He is the best!! It was fun working with Clement
- Highlight of my week, favourite Prof so far
- I like that he records the lectures and posts them on Moodle.
- Mr. Minaudier does a very good job at teaching microeconomics. He provides a very clear and structured lecture and explains everything in a good way.  
I think I have become more interested in Microeconomics, because of his teaching.  
Thank you!
- Nice and polite Person. Mister Minaudier is helpful when topics and contents are Not clear. He Explains very well!
- Really good explanations. Tried to keep everyone up to date. Gave us enough Information about the course, also during the semester.  
Really fair and helpful.
- Really motivated and motivates as well  
Good english
- Very motivating lecturer and very interested in knowing if the students are following along.
- Very well structured; good explanations
- it was always interesting to listen to the lecturer. he always made sure to explain the theoretical content as simple as possible, which

was extremely effective. thanks!

- very motivating, easy-to-listen-to lecturer. Mr Minaudier really knows how to explain a complex subject