

Macroeconomics II (2013) (13/06/13)

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Summary

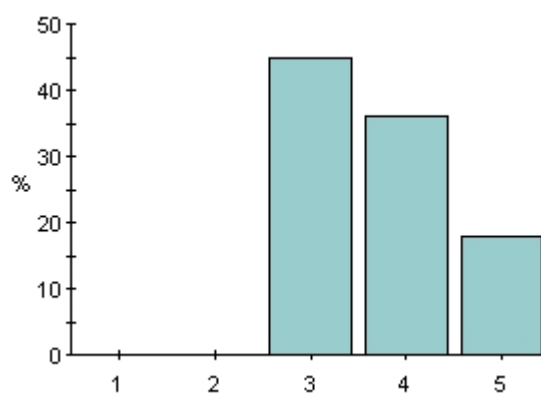
Total number of answers 11

Filter no

Group by question no

1. The course as a whole

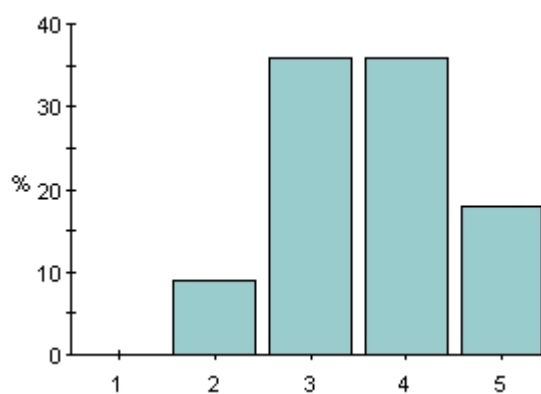
(a) Amount of material covered



	%	#
1	0%	0
2	0%	0
3	45.5%	5
4	36.4%	4
5	18.2%	2
Total	100%	11
Mean		3.7

1 = too little
3 = about right
5 = too much

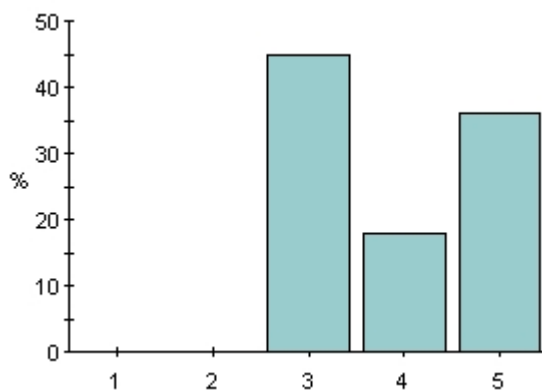
(b) Level of difficulty



	%	#
1	0%	0
2	9.09%	1
3	36.4%	4
4	36.4%	4
5	18.2%	2
Total	100%	11
Mean		3.6

1 = too low
3 = about right
5 = too high

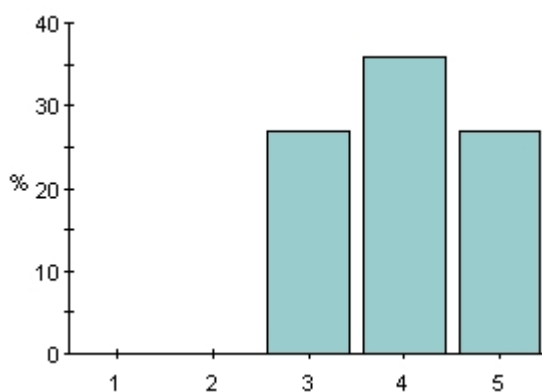
(c) What have you learned in terms of concepts, theories and models?



	%	#
1	0%	0
2	0%	0
3	45.5%	5
4	18.2%	2
5	36.4%	4
Total	100%	11
Mean		3.9

1 = little
3 = average
5 = a lot

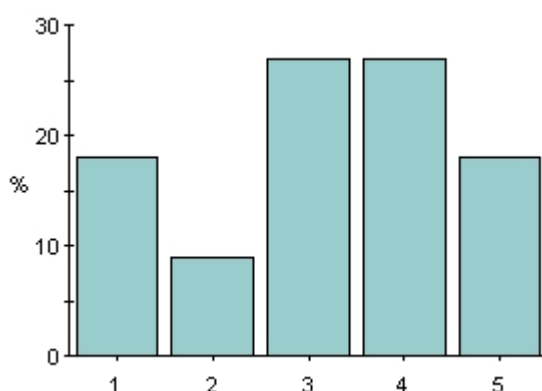
(d) What have you learned in terms of tools and methods of analysis?



	%	#
1	0%	0
2	0%	0
3	27.3%	3
4	36.4%	4
5	27.3%	3
?	9.09%	1
Total	100%	11
Mean		4

1 = little
3 = average
5 = a lot

(e) What have you learned in terms of ideas for research?



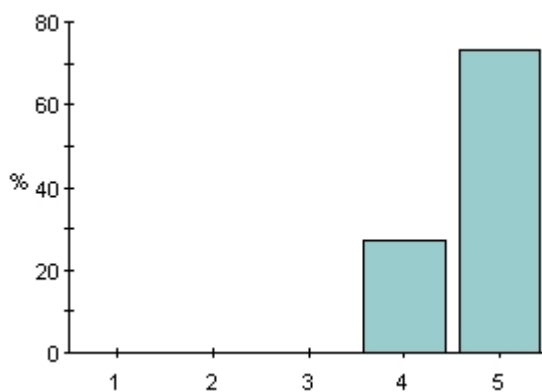
	%	#
1	18.2%	2
2	9.09%	1
3	27.3%	3
4	27.3%	3
5	18.2%	2
Total	100%	11
Mean		3.2

1 = little
3 = average
5 = a lot

2. Teachers: John Hassler and Tobias Broer

Questions 2 (a)-(d): please rate John Hassler according to the statements given.

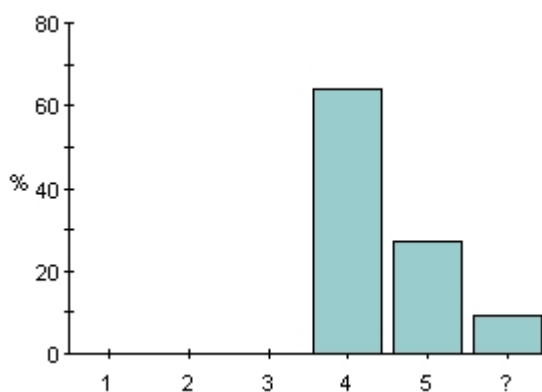
(a) The teacher explains clearly.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	27.3%	3
5	72.7%	8
Total	100%	11
Mean		4.7

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

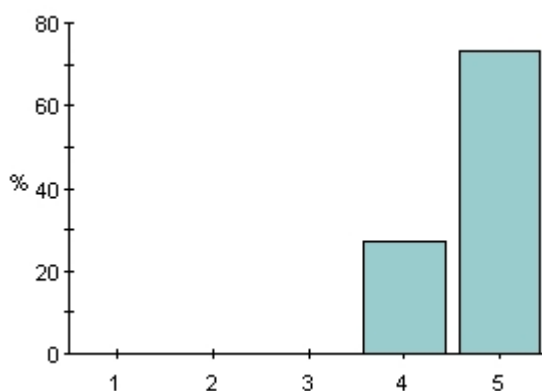
(b) The teacher knows if students are following.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	63.6%	7
5	27.3%	3
?	9.09%	1
Total	100%	11
Mean		4.3

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

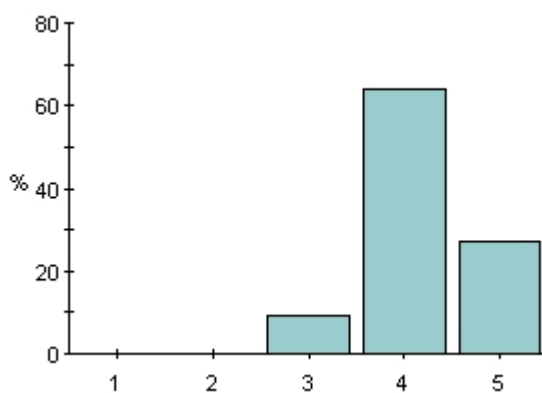
(c) The teacher is well prepared.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	27.3%	3
5	72.7%	8
Total	100%	11
Mean		4.7

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

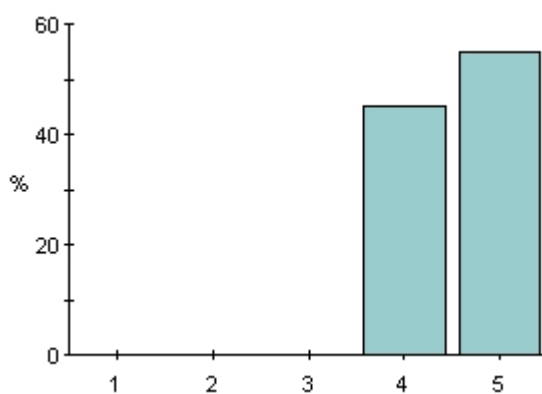
(d) The teacher deepens the understanding of the literature.



	%	#
1	0%	0
2	0%	0
3	9.09%	1
4	63.6%	7
5	27.3%	3
Total	100%	11
Mean		4.2

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

(e) In general, how would you rate this teacher?

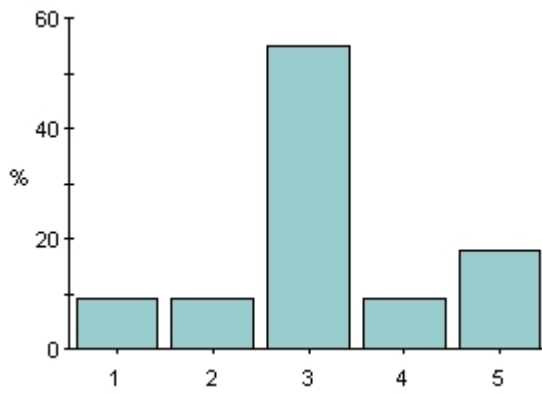


	%	#
1	0%	0
2	0%	0
3	0%	0
4	45.5%	5
5	54.5%	6
Total	100%	11
Mean		4.5

1 = poor
 3 = average
 5 = excellent

Questions 2 (f)-(i): please rate Tobias Broer according to the statements given.

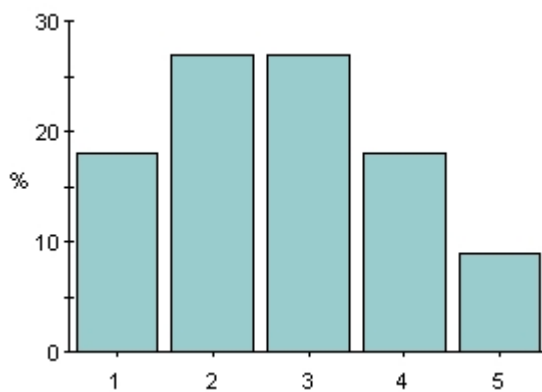
(f) The teacher explains clearly.



	%	#
1	9.09%	1
2	9.09%	1
3	54.5%	6
4	9.09%	1
5	18.2%	2
Total	100%	11
Mean		3.2

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

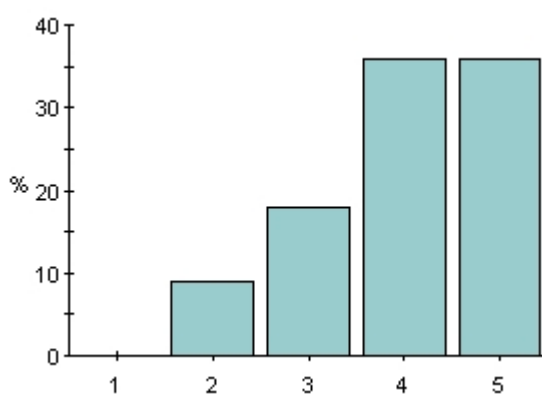
(g) The teacher knows if students are following.



	%	#
1	18.2%	2
2	27.3%	3
3	27.3%	3
4	18.2%	2
5	9.09%	1
Total	100%	11
Mean		2.7

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

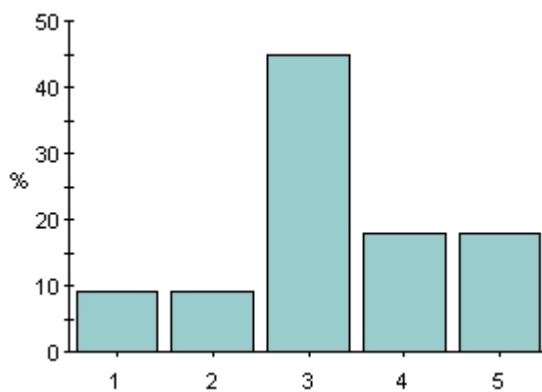
(h) The teacher is well prepared.



	%	#
1	0%	0
2	9.09%	1
3	18.2%	2
4	36.4%	4
5	36.4%	4
Total	100%	11
Mean		4

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

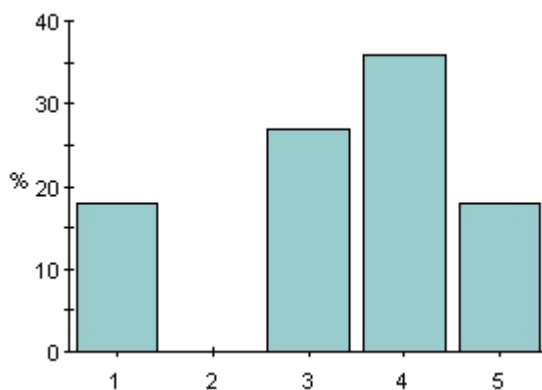
(i) The teacher deepens the understanding of the literature.



	%	#
1	9.09%	1
2	9.09%	1
3	45.5%	5
4	18.2%	2
5	18.2%	2
Total	100%	11
Mean		3.3

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

(j) In general, how would you rate this teacher?



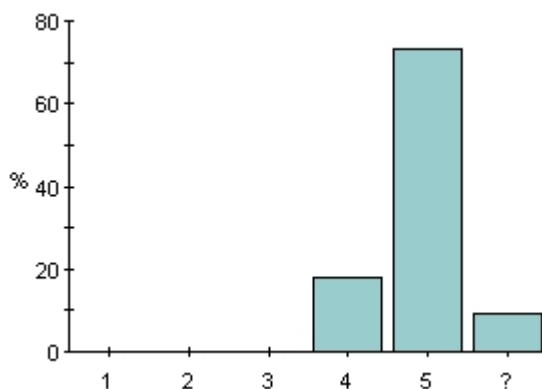
	%	#
1	18.2%	2
2	0%	0
3	27.3%	3
4	36.4%	4
5	18.2%	2
Total	100%	11
Mean		3.4

1 = poor
 3 = average
 5 = excellent

3. TA: Erik Öberg and Hannes Malmberg

Questions 3 (a)-(e): please rate Erik Öberg according to the statements given.

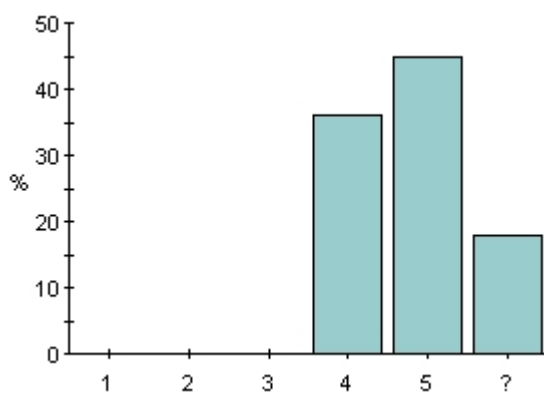
(a) The TA explains clearly.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	18.2%	2
5	72.7%	8
?	9.09%	1
Total	100%	11
Mean		4.8

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

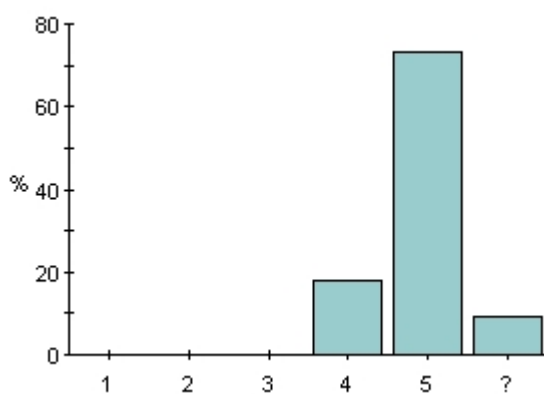
(b) The TA knows if students are following.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	36.4%	4
5	45.5%	5
?	18.2%	2
Total	100%	11
Mean		4.6

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

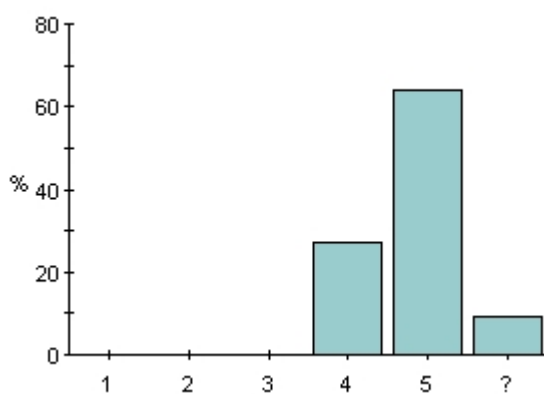
(c) The TA is well prepared.



	%	#
1	0%	0
2	0%	0
3	0%	0
4	18.2%	2
5	72.7%	8
?	9.09%	1
Total	100%	11
Mean		4.8

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

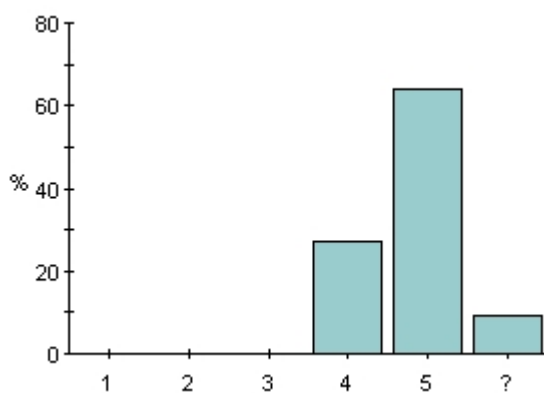
(d) General judgment: the TA sessions were:



	%	#
1	0%	0
2	0%	0
3	0%	0
4	27.3%	3
5	63.6%	7
?	9.09%	1
Total	100%	11
Mean		4.7

1 = not useful
 3 = fairly useful
 5 = very useful

(e) In general, how would you rate this TA?

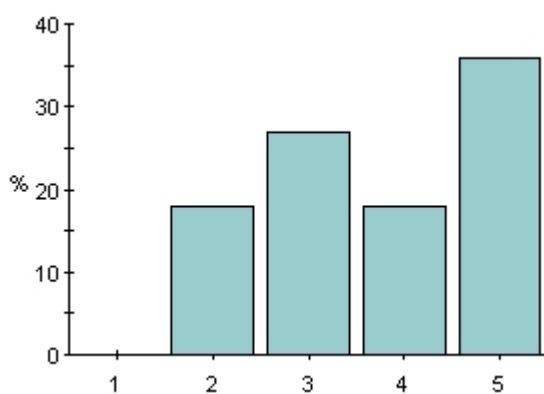


	%	#
1	0%	0
2	0%	0
3	0%	0
4	27.3%	3
5	63.6%	7
?	9.09%	1
Total	100%	11
Mean		4.7

1 = poor
 3 = average
 5 = excellent

Questions 3 (f)-(j): please rate Hannes Malmberg according to the statements given.

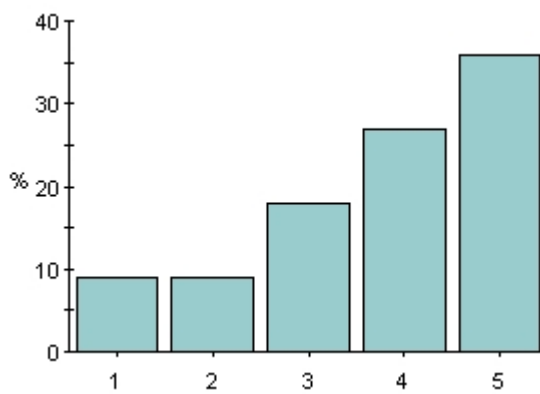
(f) The TA explains clearly.



	%	#
1	0%	0
2	18.2%	2
3	27.3%	3
4	18.2%	2
5	36.4%	4
Total	100%	11
Mean		3.7

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

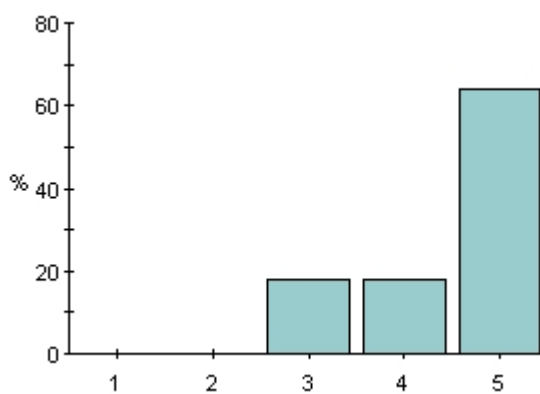
(g) The TA knows if students are following.



	%	#
1	9.09%	1
2	9.09%	1
3	18.2%	2
4	27.3%	3
5	36.4%	4
Total	100%	11
Mean		3.7

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

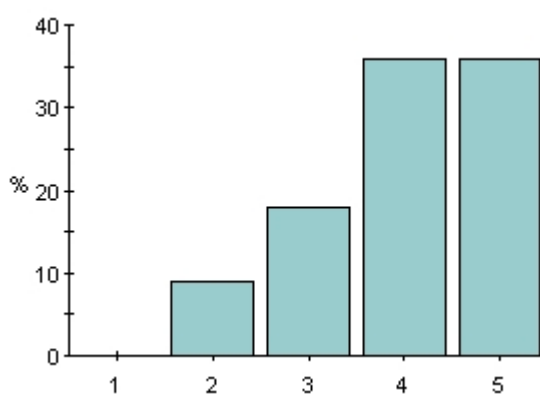
(h) The TA is well prepared.



	%	#
1	0%	0
2	0%	0
3	18.2%	2
4	18.2%	2
5	63.6%	7
Total	100%	11
Mean		4.5

1 = I strongly disagree
 3 = I neither agree nor disagree
 5 = I strongly agree

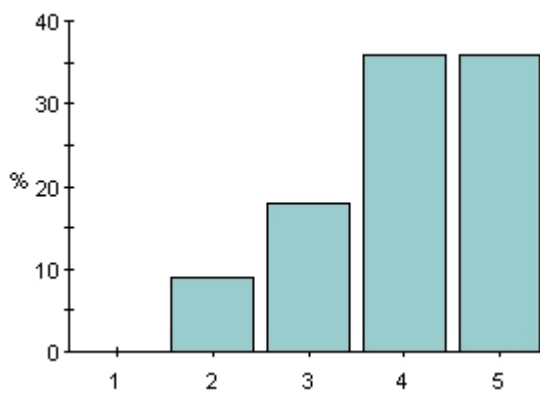
(i) General judgment: the TA sessions were:



	%	#
1	0%	0
2	9.09%	1
3	18.2%	2
4	36.4%	4
5	36.4%	4
Total	100%	11
Mean		4

1 = not useful
 3 = fairly useful
 5 = very useful

(j) In general, how would you rate this TA?

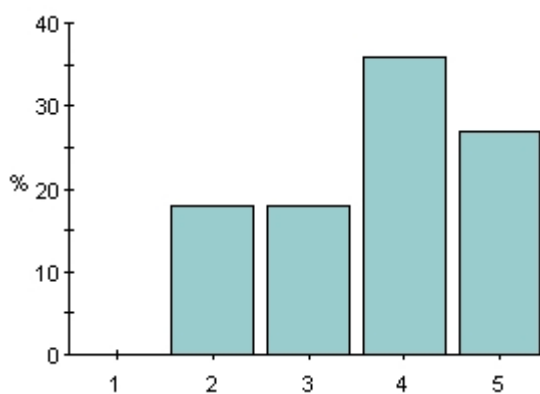


	%	#
1	0%	0
2	9.09%	1
3	18.2%	2
4	36.4%	4
5	36.4%	4
Total	100%	11
Mean		4

1 = poor
 3 = average
 5 = excellent

4. Problem sets

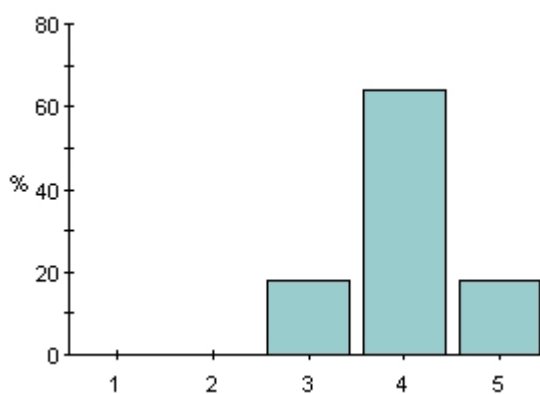
(a) General judgment: the problem sets were:



	%	#
1	0%	0
2	18.2%	2
3	18.2%	2
4	36.4%	4
5	27.3%	3
Total	100%	11
Mean		3.7

1 = not useful
 3 = fairly useful
 5 = very useful

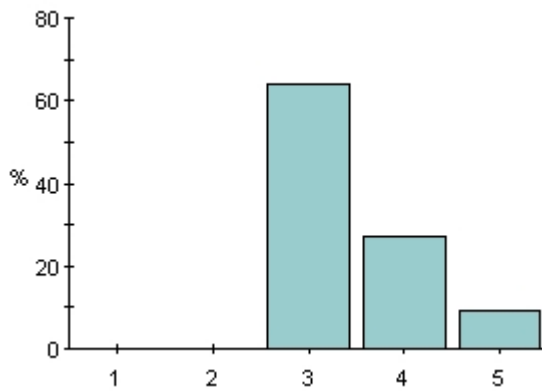
(b) The time it took to solve the problem sets was:



	%	#
1	0%	0
2	0%	0
3	18.2%	2
4	63.6%	7
5	18.2%	2
Total	100%	11
Mean		4

1 = too short
 3 = about right
 5 = too long

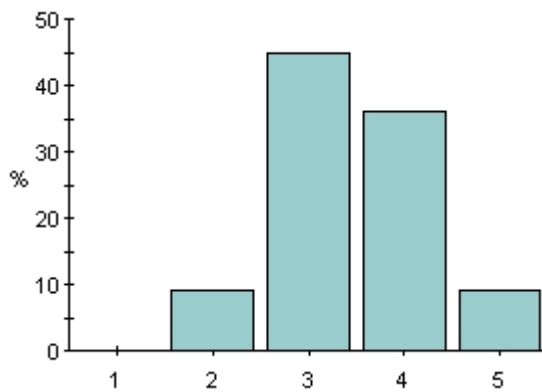
(c) The number of problem sets was:



	%	#
1	0%	0
2	0%	0
3	63.6%	7
4	27.3%	3
5	9.09%	1
Total	100%	11
Mean		3.5

1 = too low
 3 = about right
 5 = too high

(d) The level of difficulty was:

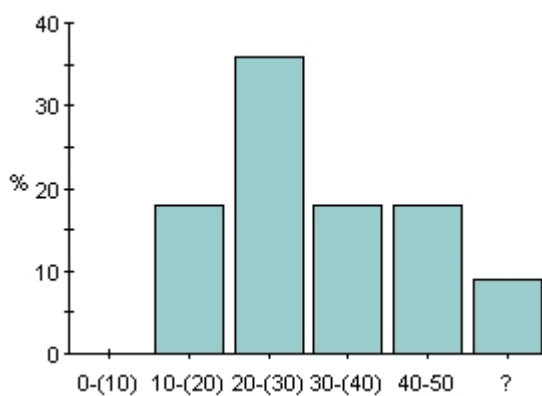


	%	#
1	0%	0
2	9.09%	1
3	45.5%	5
4	36.4%	4
5	9.09%	1
Total	100%	11
Mean		3.5

1 = too low
 3 = about right
 5 = too high

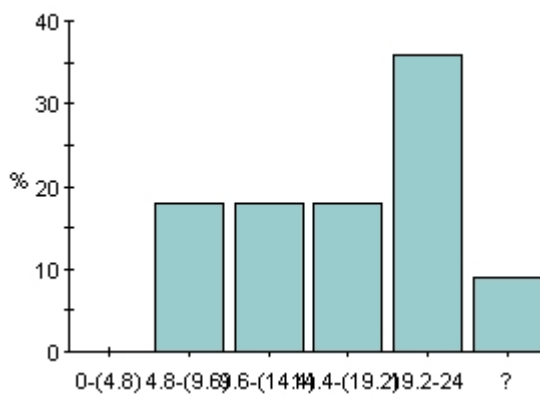
5. Your own work

(a) On average, how many hours did you spend on the course (including lectures and TA sessions) each week?



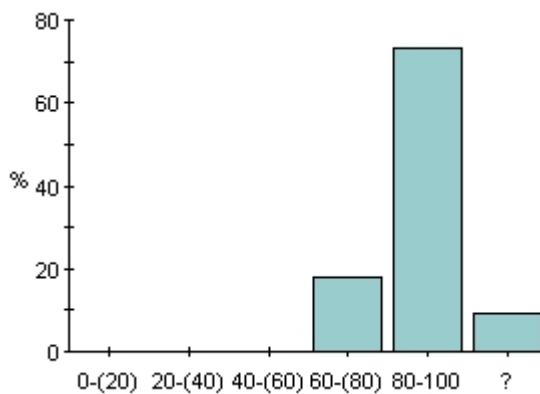
	%	#
0-(10)	0%	0
10-(20)	18.2%	2
20-(30)	36.4%	4
30-(40)	18.2%	2
40-50	18.2%	2
?	9.09%	1
Total	100%	11
Mean		27.5

(b) On average, how many hours did you spend on each problem set?



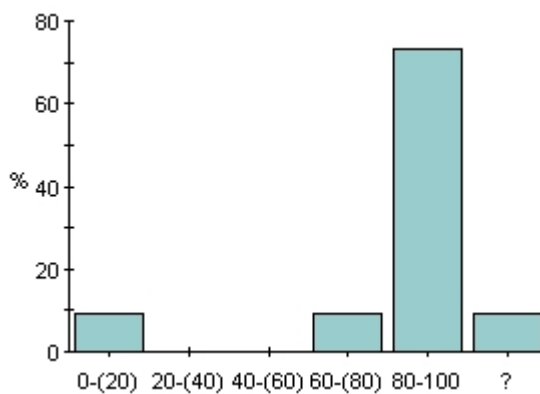
	%	#
0-(4.8)	0%	0
4.8-(9.6)	18.2%	2
9.6-(14.4)	18.2%	2
14.4-(19.2)	18.2%	2
19.2-24	36.4%	4
?	9.09%	1
Total	100%	11
Mean		15.1

(c) What percentage of lectures did you attend?



	%	#
0-(20)	0%	0
20-(40)	0%	0
40-(60)	0%	0
60-(80)	18.2%	2
80-100	72.7%	8
?	9.09%	1
Total	100%	11
Mean		88.5

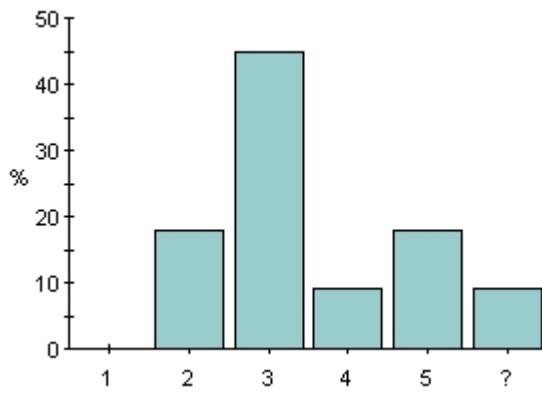
(d) What percentage of TA sessions did you attend?



	%	#
0-(20)	9.09%	1
20-(40)	0%	0
40-(60)	0%	0
60-(80)	9.09%	1
80-100	72.7%	8
?	9.09%	1
Total	100%	11
Mean		84

6. Reading list

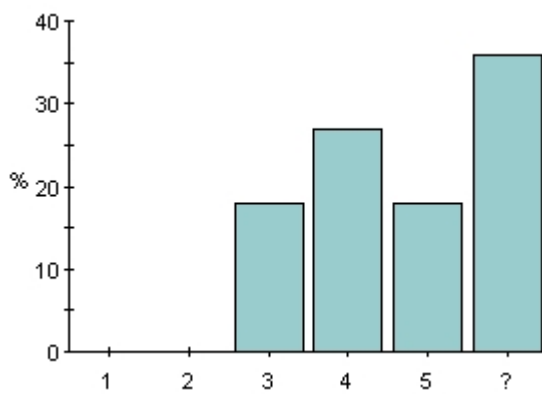
(a) How much of the required readings on the reading list have you read?



	%	#
1	0%	0
2	18.2%	2
3	45.5%	5
4	9.09%	1
5	18.2%	2
?	9.09%	1
Total	100%	11
Mean		3.3

1 = none
 3 = about half
 5 = all

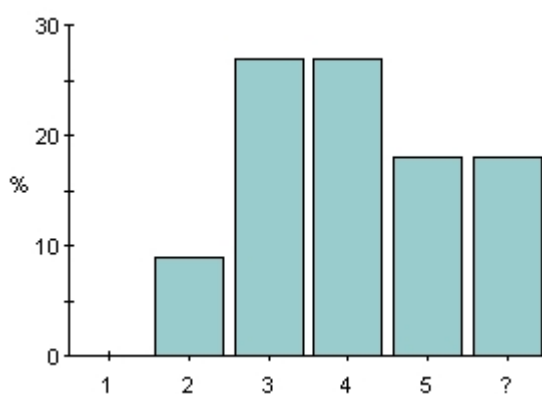
(b) How would you rate the books recommended for this course?



	%	#
1	0%	0
2	0%	0
3	18.2%	2
4	27.3%	3
5	18.2%	2
?	36.4%	4
Total	100%	11
Mean		4

1 = not useful
 3 = fairly useful
 5 = very useful

(c) How would you rate the articles recommended for this course?

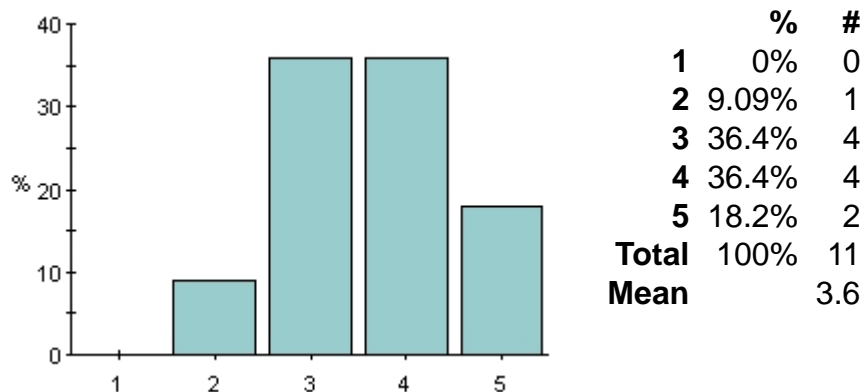


	%	#
1	0%	0
2	9.09%	1
3	27.3%	3
4	27.3%	3
5	18.2%	2
?	18.2%	2
Total	100%	11
Mean		3.7

1 = not useful
 3 = fairly useful
 5 = very useful

(d) Other comments/suggestions about the course literature/reading list:

Nobody has answered this question

7. General judgment: how would you rate this course as a whole?

1 = poor

3 = average

5 = excellent

Question 8: here you may leave additional comments or suggestions for improving the course. For example, if you want to comment on the exam or examination method, please do so here. If you decided to quit the course and would like to say why, this is the right place to do so.

8. Other comments or suggestions:

5 have answered this question

— Part I was a fairly standard business cycle course so there is not much to suggest. Part II, however, could be improved in several ways: 1. Too much material is covered in too little time. The most obvious solution would be to drop the MP models since they are unrelated to the heterogeneous agent / inequality part anyways. 2. There are way too many errors on the slides for them to be really useful. 3. Given that most students never implemented a dynamic optimization problem in MATLAB, I feel that the final assignment was too hard. This probably should be address prior to the course, e.g. in Math III, but a single lecture on numeric dynamic programming is not enough. Also, the solution template should be structured more clearly (i.e. using functions), currently it is hard to figure out what is going on. Lastly, thanks to Hannes for picking up the suggestions made in the Macro I feedback.

— The amount of material covered was fine, but it was concentrated in a too short period, especially for the second part. As the topics are quite challenging and new to many students, more time would be needed to deeply understand the models.

— The first part was really good! The second was a disaster.

— the second part was too fast and too intense compared to all previous macro courses in the program

— I think that since the course is divided into two parts, the numbers given for the entire course above can simply be ignored. This is because the two parts were worlds apart in terms of everything more or less. In Hasslers part, things were almost too easy. The lectures were really good. However the amount of material covered almost seemed to be too little. Furthermore the problem sets were if anything too easy (perhaps except the last one). Hence, some more material could be covered in this part. In Tobys part the above could simply be reversed. You could tell that he did mean well, but the lectures especially in the beginning were simply impossible to follow. It was just too much content in too little time. In general I think it is better if you assume that people don't know that much, instead of indicating that you are stupid if you don't see that something follows from Roy's identity or something similar. It just makes it so much simpler to follow if you do that. The same goes for the first two problem sets, which were by far the hardest in the entire year. With that said, I did like the final one with the Matlab and Stata stuff. That was really good, and it was also good that it was a big part of the examination. Further more, he did have the courtesy of making a fair exam. So in sum I think it would be better if there were some more content in Hasslers part, and less in Tobys. Perhaps move the labour market stuff to the business cycle part. And Toby will probably make a good lecturer, if he stops assuming that everyone is as smart as he is.

Contact person: Andre Richter, courseeval@ne.su.se

Last modified: 11/09/13