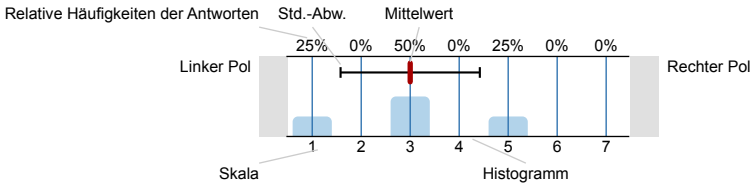
Prof. Dr. Philipp Harms

International Economics I: International Trade (LRPUNI1213_HA_2)
Erfasste Fragebögen/number of questionnaires analyzed = 64

Auswertungsteil der geschlossenen Fragen

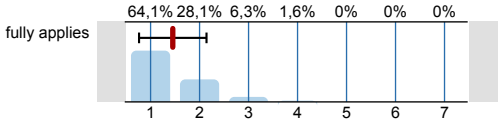
Legende

Fragetext



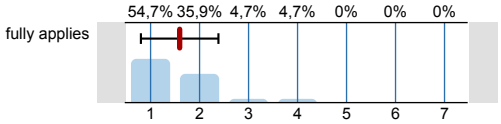
n=Anzahl
mw=Mittelwert
s=Std.-Abw.
E.=Enthaltung

1. The course is coherently structured.



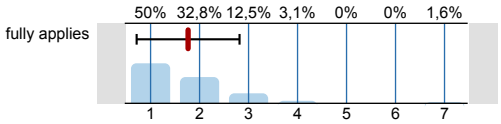
n=64
mw=1,45
s=0,69

2. Individual lectures are coherently structured.



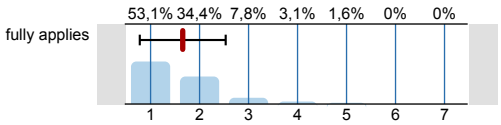
n=64
mw=1,59
s=0,79

3. The course has a clear objective.



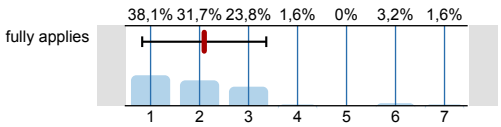
n=64
mw=1,77
s=1,05

4. The lecturer uses examples to illustrate the material presented.



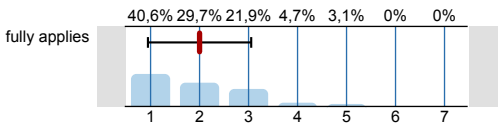
n=64
mw=1,66
s=0,88

5. The relevance and practical importance of the material have been made clear.



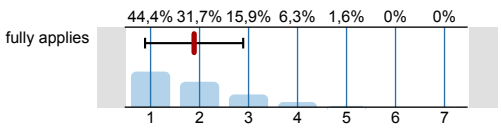
n=63
mw=2,1
s=1,27

6. The lecturer encourages students to critically assess the material presented in class.



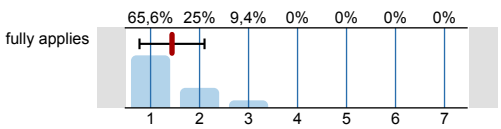
n=64
mw=2
s=1,05

7. The overall presentation is clear.



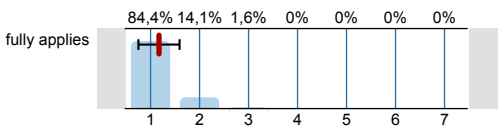
n=63
mw=1,89
s=1

8. The lecturer is well prepared.



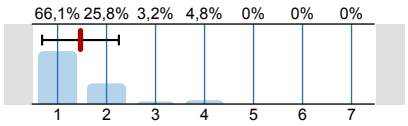
n=64
mw=1,44
s=0,66

9. The lecturer speaks clearly.



n=64
mw=1,17
s=0,42

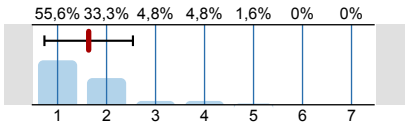
10. The lecturer uses didactical tools (e.g. transparencies, blackboard, projector) in a useful way.

fully applies 

does not apply

n=62
mw=1,47
s=0,78

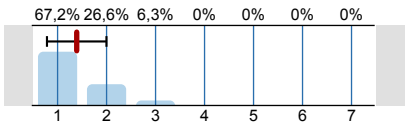
11. Students are provided with useful teaching materials (handouts, lecture notes, references, etc.).

fully applies 

does not apply

n=63
mw=1,63
s=0,9

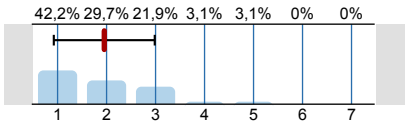
12. The lecturer is highly motivated.

fully applies 

does not apply

n=64
mw=1,39
s=0,61

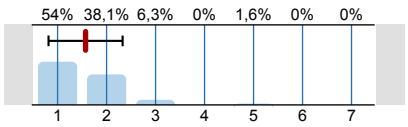
13. The lecturer is able to motivate course participants.

fully applies 

does not apply

n=64
mw=1,95
s=1,03

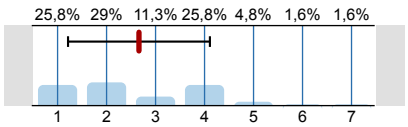
14. The lecturer is cooperative and open-minded.

fully applies 

does not apply

n=63
mw=1,57
s=0,76

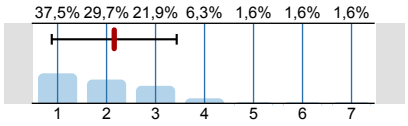
15. Compared to other courses, the students attending this lecture have a high skill level.

fully applies 

does not apply

n=62
mw=2,66
s=1,45

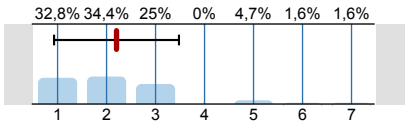
16. The course substantially contributed to improving my knowledge on this topic.

fully applies 

does not apply

n=64
mw=2,16
s=1,28

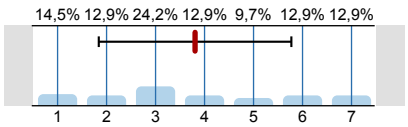
17. I have learned something meaningful and important.

fully applies 

does not apply

n=64
mw=2,2
s=1,27

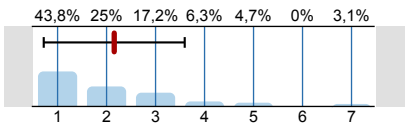
18. The course content overlaps with the content of other courses.

fully applies 

does not apply

n=62
mw=3,81
s=1,97

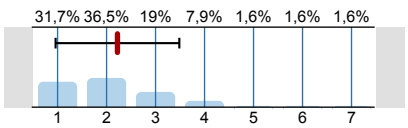
19. I was interested in the topic of this course.

fully applies 

does not apply

n=64
mw=2,16
s=1,44

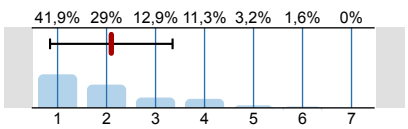
20. The lecturer gives helpful feedback on students' contributions.

fully applies 

does not apply

n=63
mw=2,22
s=1,26

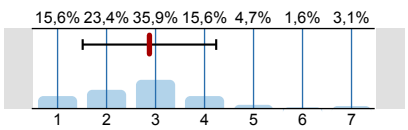
21. The overall support for this course is good.

fully applies 

does not apply

n=62
mw=2,1
s=1,25

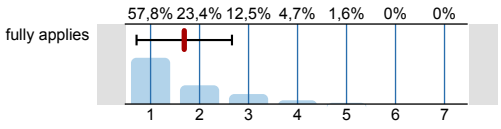
22. I regularly prepare and follow up on this course.

fully applies 

does not apply

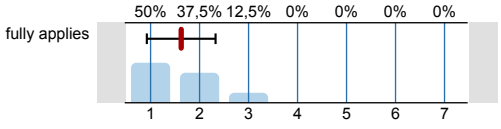
n=64
mw=2,88
s=1,36

23. The work load associated with this course is larger than for other courses.



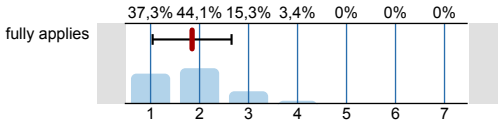
n=64
mw=1,69
s=0,97

24. The lecturer encourages students to ask questions and to actively participate.



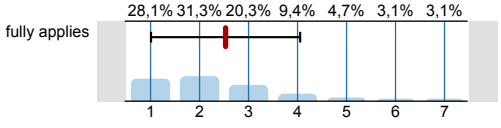
n=64
mw=1,63
s=0,7

25. The lecturer does a good job in moderating discussions (encouraging contributions, commenting on contributions, timing, etc.).



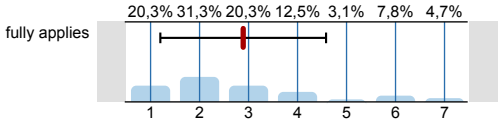
n=59
mw=1,85
s=0,81
E.=4

26. The course enhanced my interest in studying.



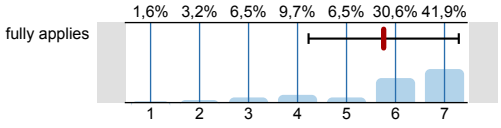
n=64
mw=2,53
s=1,52

27. The course encouraged me to further delve into the subject.



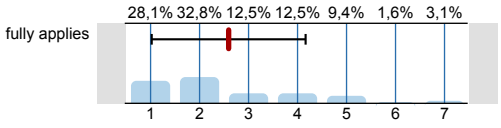
n=64
mw=2,89
s=1,69

28. The course suffered from noise, students' conservations, etc.



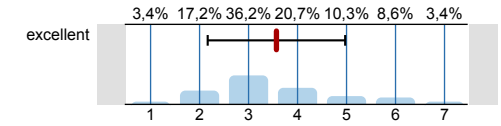
n=62
mw=5,76
s=1,53

29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.



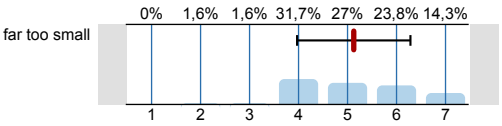
n=64
mw=2,59
s=1,57

30. How would you assess your personal performance in this course?



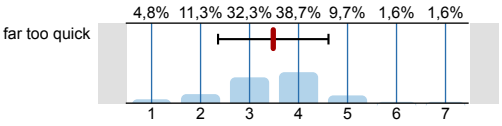
n=58
mw=3,57
s=1,4

31. The amount of material presented was...



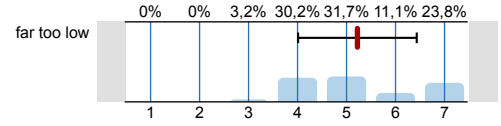
n=63
mw=5,13
s=1,16

32. The pace of the lecture was...



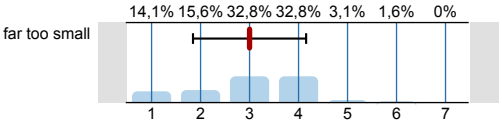
n=62
mw=3,48
s=1,13

33. The skill requirements were...



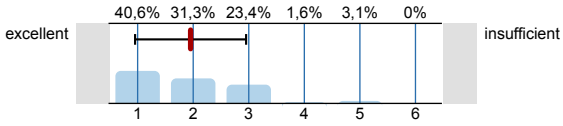
n=63
mw=5,22
s=1,21

34. In order to follow the lecture, my previous knowledge was...



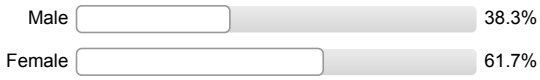
n=64
mw=3
s=1,15

35. All in all, I would grade the lecture with:



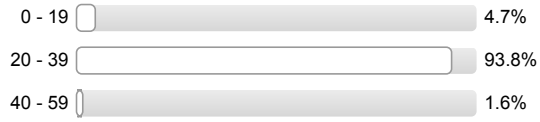
n=64
mw=1,95
s=1

36. What is your gender?



n=60

37. Please insert your age:

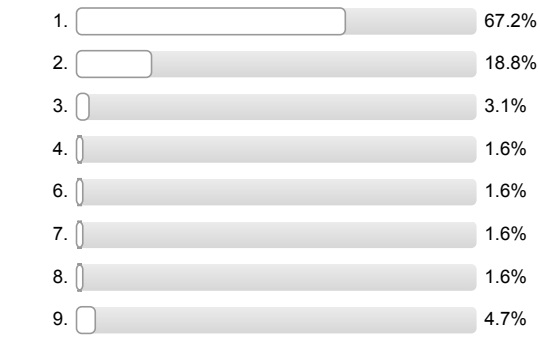


n=64

38. Your exam grade when leaving school:

n=47
mw=1,86
s=0,44

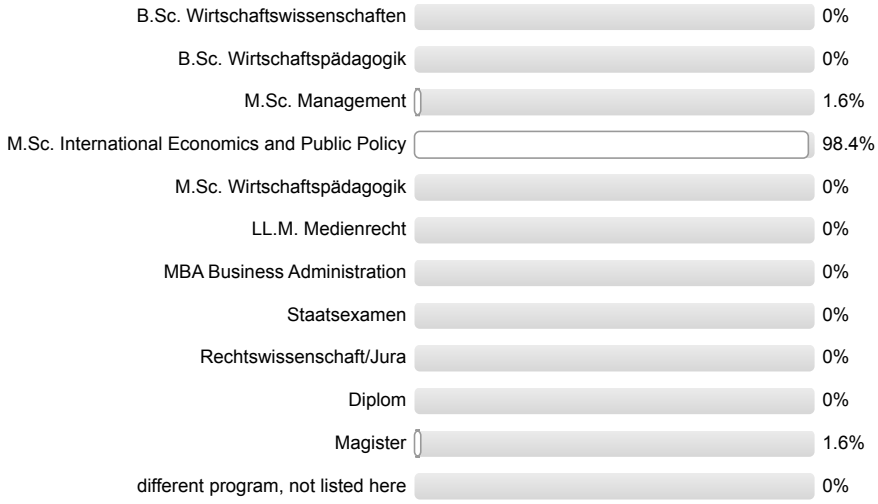
39. I am studying in the...



n=64

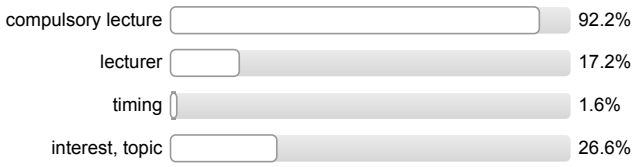
40. Which program are you enrolled in? (Multiple answers possible)

n=64



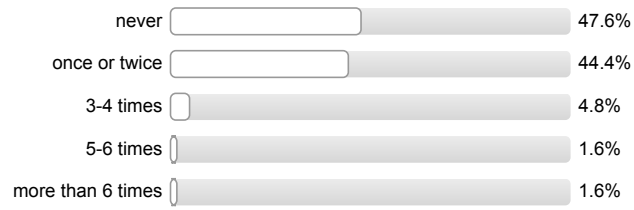
41. The reason for attending this course: (Multiple answers possible)

n=64



42. How often did you miss lectures?:

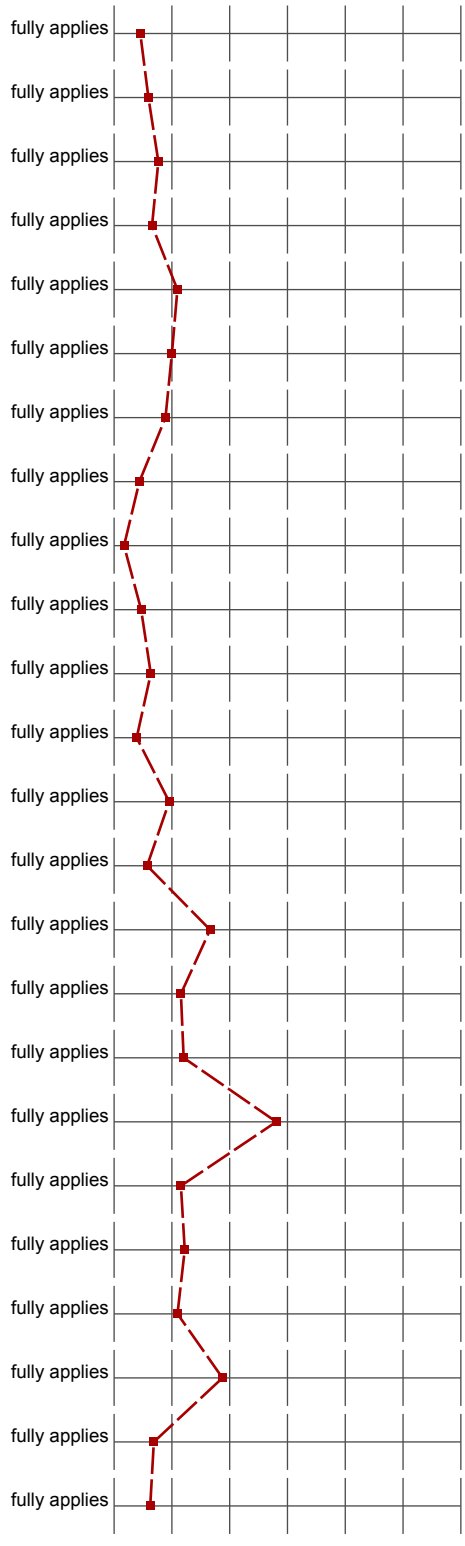
n=63



Profillinie

Teilbereich: Landeslehrpreis LRP 2012/13 - Universitäten
Name der/des Lehrenden: Prof. Dr. Philipp Harms
Titel der Lehrveranstaltung: (Name der Umfrage) International Economics I: International Trade

Verwendete Werte in der Profillinie: Mittelwert



1. The course is coherently structured.	fully applies	does not apply	n=64	mw=1,45	md=1,00	s=0,69
2. Individual lectures are coherently structured.	fully applies	does not apply	n=64	mw=1,59	md=1,00	s=0,79
3. The course has a clear objective.	fully applies	does not apply	n=64	mw=1,77	md=1,50	s=1,05
4. The lecturer uses examples to illustrate the material presented.	fully applies	does not apply	n=64	mw=1,66	md=1,00	s=0,88
5. The relevance and practical importance of the material have been made clear.	fully applies	does not apply	n=63	mw=2,10	md=2,00	s=1,27
6. The lecturer encourages students to critically assess the material presented in class.	fully applies	does not apply	n=64	mw=2,00	md=2,00	s=1,05
7. The overall presentation is clear.	fully applies	does not apply	n=63	mw=1,89	md=2,00	s=1,00
8. The lecturer is well prepared.	fully applies	does not apply	n=64	mw=1,44	md=1,00	s=0,66
9. The lecturer speaks clearly.	fully applies	does not apply	n=64	mw=1,17	md=1,00	s=0,42
10. The lecturer uses didactical tools (e.g. transparencies, blackboard, projector) in a useful	fully applies	does not apply	n=62	mw=1,47	md=1,00	s=0,78
11. Students are provided with useful teaching materials (handouts, lecture notes,	fully applies	does not apply	n=63	mw=1,63	md=1,00	s=0,90
12. The lecturer is highly motivated.	fully applies	does not apply	n=64	mw=1,39	md=1,00	s=0,61
13. The lecturer is able to motivate course participants.	fully applies	does not apply	n=64	mw=1,95	md=2,00	s=1,03
14. The lecturer is cooperative and open-minded.	fully applies	does not apply	n=63	mw=1,57	md=1,00	s=0,76
15. Compared to other courses, the students attending this lecture have a high skill level.	fully applies	does not apply	n=62	mw=2,66	md=2,00	s=1,45
16. The course substantially contributed to improving my knowledge on this topic.	fully applies	does not apply	n=64	mw=2,16	md=2,00	s=1,28
17. I have learned something meaningful and important.	fully applies	does not apply	n=64	mw=2,20	md=2,00	s=1,27
18. The course content overlaps with the content of other courses.	fully applies	does not apply	n=62	mw=3,81	md=3,00	s=1,97
19. I was interested in the topic of this course.	fully applies	does not apply	n=64	mw=2,16	md=2,00	s=1,44
20. The lecturer gives helpful feedback on students' contributions.	fully applies	does not apply	n=63	mw=2,22	md=2,00	s=1,26
21. The overall support for this course is good.	fully applies	does not apply	n=62	mw=2,10	md=2,00	s=1,25
22. I regularly prepare and follow up on this course.	fully applies	does not apply	n=64	mw=2,88	md=3,00	s=1,36
23. The work load associated with this course is larger than for other courses.	fully applies	does not apply	n=64	mw=1,69	md=1,00	s=0,97
24. The lecturer encourages students to ask questions and to actively participate.	fully applies	does not apply	n=64	mw=1,63	md=1,50	s=0,70

25. The lecturer does a good job in moderating discussions (encouraging contributions,	fully applies	does not apply	n=59	mw=1,85	md=2,00	s=0,81
26. The course enhanced my interest in studying.	fully applies	does not apply	n=64	mw=2,53	md=2,00	s=1,52
27. The course encouraged me to further delve into the subject.	fully applies	does not apply	n=64	mw=2,89	md=2,00	s=1,69
28. The course suffered from noise, students' conservations, etc.	fully applies	does not apply	n=62	mw=5,76	md=6,00	s=1,53
29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	fully applies	does not apply	n=64	mw=2,59	md=2,00	s=1,57

30. How would you assess your personal performance in this course?	excellent	insufficient	n=58	mw=3,57	md=3,00	s=1,40

31. The amount of material presented was...	far too small	far too extensive	n=63	mw=5,13	md=5,00	s=1,16
32. The pace of the lecture was...	far too quick	far too slow	n=62	mw=3,48	md=4,00	s=1,13
33. The skill requirements were...	far too low	far too high	n=63	mw=5,22	md=5,00	s=1,21
34. In order to follow the lecture, my previous knowledge was...	far too small	far too extensive (no attendance	n=64	mw=3,00	md=3,00	s=1,15

35. All in all, I would grade the lecture with:	excellent	insufficient	n=64	mw=1,95	md=2,00	s=1,00

38. Your exam grade when leaving school:	1 (Note 1,0 bis 5,0)	5	n=47	mw=1,86		s=0,44

Auswertungsteil der offenen Fragen

What are the three aspects of this lecture that you liked most (TOPS)?

1. Depth of knowledge
2. The way of delivering the lecture
3. Excellent communication & verbal skills

- good explanations
- lecturer is always very prepared and into the topic

- excellent presentation skills

- the pace of the lecture was just right
- the lecturer is highly prepared and enthusiastic
- the slides are clear

There was given as simple and understandable examples of provided material
The presentation of material was good and quite interesting

Prof. very motivated, good atmosphere in the classroom, general commitment of the Prof for the MIEPP Program!

-> highly motivated lecturer
-> connections to state of the art mathematical tools } over and over so that one can built up some knowledge in this

GOOD EXPLANATIONS
NICE EXAMPLES
PROF. MOTIVATES STUDENTS

- topic
-

good examples
explanations about mathematical background
- connection of empirical with theoretical results

- Intensive discussion of the models and the mathematics behind it
- [redacted] • Motivation + commitment of teacher

- How to explain the ~~lecture~~ materials is good with enough examples
-

- lecturer's way of presenting material
- economic evidence

The instructors communication skill is very good.

- analytical deriving of formulas with sophisticated mathematical methods
- nice examples with red, green etc. pens and chocolate

Lecturer is motivated and clearly has intrinsic motivation for his topic

That is less ic[redacted]s and b

- Good Overview about Trade

The enthusiasm of the teacher! ☺
The group work is a good idea but badly supported, that's why it is not useful and lucky

Interesting

- motivation of the lecturer
- examples brought up to explain the model (real life examples)

- motivated lecturer (especially towards the end of the semester)
- mathematical tools are being explained fairly intuitively (although more in Intl Macro)
- committed lecturer, also w/ student activities such as Int'l day

Excellent lecturer, highly motivated.

- structured
- good presentation

- friendly, open-minded lecturer
- many examples
- equations are well explained

- good explanation and practical relevance but for someone who never had trade it was difficult to follow
- very motivated teacher

- The clear explanation of difficult and important points
- The detailed handout

- Teacher
- Subject matter
-

- interesting and motivational
- ~~well knowledge~~ good knowledge of professor and he tries to give as much as possible to students

1. Every topic well explained (although sometimes quickly, but very detailed explanations)
2. Explanation of every mathematical notation

high dedication

I really appreciate the way of presenting. It's very well structured, the explanations are really good to understand the (unwritten) behind the formulars and the speed of presenting is not too fast and not too slow. One can understand what's really (from [illegible])

- I really like the use of didactic tools, e.g. writing on slides
- keep up the high motivation
- the explanation of mathematical steps in between

- well structured content
- developing theories from basic point of view to advanced content

=> Logical intuition, I mean in the area of economics
=> more participatory (you motivates us very cue
=> It adds value for not only students, for countries

xcellent lectures

- structure
- Relevance to reality
- Lecture is too motivated

- high dedication to the subject.
- letting students to think the theories or etc. by themselves

Very clear language
He welcomed comments and questions well
He appreciated the fact that some of the content was not trivial!!!

Lecturer is super! Has outstanding teaching skills, and good voice projection.

+ very motivated lecturer
+ clearly spoken lecture

The Topic, and The Professor explanisions

preseniation was great!
language was clear, easy to listen at any part of the classroom

- well prepared slides,
- good teaching pace

- comitted professor & passionate in this topic
- [redacted] idea of International Day ?
- seems to understand the students problems

Deep explanation of the covered material.
Material important for job.

Interesting and actual, makes student to think about the real state of things in the world

- Ricardian Model (comparative advantages)
- Capitalists Vs workers

* Prof Harms easily motivates students
* Lecturer is interested in lecturing
* Prof Harms is always prepared and comes on time for class

- good explanations
- nice examples

What are the three aspects of this lecture that you disliked most (FLOPS)?

• too much information for each Lecture, sometimes it is difficult to follow the Lecture because of loaded material.

Some derivations are very confusing, and I think irrelevant to the real life Situation.

- The material that is covered is far to extensive
- To many (difficult) calculations

- Difficulty in the math
- apply the model in a real life situation
- Spend too much time on the math and models that can't be applied in the real world

• RUZ too cold
• write more clearly please
• the Professor often extends the lecture times more than a few minutes

- Tutorial compared to lecture too mathematical

Too stressful
The problem sets were tough to understand, let alone solve

- Too extensive
- Too fast
- Too ~~much~~ high skill requirement

- time management of the prof: some slides are discussed ages, others just a few seconds
- chocolate bar examples were a bit too often used ☺

• tutorial → tutor should teach a. explain things
• group work did not bring anything
• more applied critic to reality (like Stolper-Samuelson)

- would be great if examples (e.g. countries) were named not just A and B
  → it helps to memorize and understand better
- math part is very hard

Too much knowledge was preassumed → leads to demotivation
Pace of the lecture too fast; too numerical, why not having more policy-discussions about internat. trade (for exchange now and then)

- Please do not make any extra sessions after the lecture or in your office, because right after the lecture I must go to work and that is why I cannot attend these sessions although I am interested.

- Problem Set too difficult & can't see the point of solving them.
- Too much math, derive equations

- the materials (for lecture) are somewhat hard for the first semester. and also for tutorials

No air in the room

- the red colour of pen on the white screen is to fade ⇒ can't read, have to copy from my neighbour
- would be nice if there were more closed examples to real life practice (especially tutorials)
- a lot of work to ~~organise~~ find lectures for lectures and tutorials

Complexity of the equations

- sometimes key insights of the models could have been highlighted even more
- RW 2: always too cold
- micro review too short → could be incorporated into pre-course ?!

- a few more examples from the real world would be nice
  ↳ realize if they represent the theory or not...
- critical remarks of models haven't been discussed

- emphasize on math/ derivations is sometimes to high
- its difficult to follow mathematical steps and their interpretation, as the lecturer is going through this part very fast → specially if your bachelors is not economics

1) The room are too small to sit in nearly 70 people
2)

- models are not 'ideal' so it would be great to look at something, which is working currently.

often in-depth analysis is gone over very quickly leaving students puzzled. Instead speed and topics covered are abundant. Often I wished that speed would have been lower to capture the economic analysis and go out of the lecture with a sense of

The available material need high skill so it really hard
Tutorial is really not good

- sometimes lecture slide were over loaded with post ante calculatio
- mathematical focus problematic for students lacking a background in VWL or BW
  ↳ providing math classes would be supportive to catch up on deficits

Incredible complicated topics, really big amount of methods for one semester
Useless if somebody don't want to be an economist
Too much mathematical focus and too low on real trade

The literature was hard to read.
Too much focus on maths.

* Too bulky
* Course contents are too technical

1. No air in the room! → causing sometimes sleepy atmosphere and (too hot) (RW II) lowering concentration !!

The amount of material was too much.
The pace was quick, so it was hard to follow

-the additional reading given to each lecture was sometimes too complicated or the size was too big

Tutorial: Solutions should be made available online. There is no point in attending tutorials just to practice fast writing skills and copying what's on the board. Early in the morning makes it hard to attend

- sometimes too fast deriving of mathematical results

Some students outside German are difficult to follow math Technique because of the background from Bachelor

Maybe for the begining it was kind of a hard start, a lot of math.

- too much mathematics/calculations
- tutorial not good (no explanations)

If one misses a lecture then it's not so easy to understand the slides (without reading a book) it's probably not possible

- Too much mathmatic stuff.

1. Very much mathematical concept rather than theoritic
2. All students are not equal, we need average knowledge base lecture 3. Rare using numerical figure

⇒ It is more than enough, I don't have any comment to be improved - Thank keep it up.

Too much math!

long derivation of formulas
not useful for jobs and real life
recommended literature was difficult to read, additional materials to the course were taken from internet and by myself

- It's a lot of work, but I guess that's why it's a master's programme, so...
- It's terrible how many phones ring during the lecture, that's not your fault but maybe one could somehow encourage people to switch them off.

- It would be more clear for those students that are not used with mathematical tools, make an explanation about what all those regressions and calculat are applicable in the real world.

Inflationary use of "beautiful", "simple", interpretation of formulas and practical relevance FAR too small, focus too much on models and their derivation (instead interpretation) ⟹ no use for job (except Phd (v. not even of class)

HIGH MATHEMATICAL FOCUS & SKILLS REQUIRED
NO REAL DISCUSSIONS ABOUT REAL COUNTRIES
MODEL-FOCUS → REALITY IS MISSING A BIT