

Prof. Dr. Philipp Harms

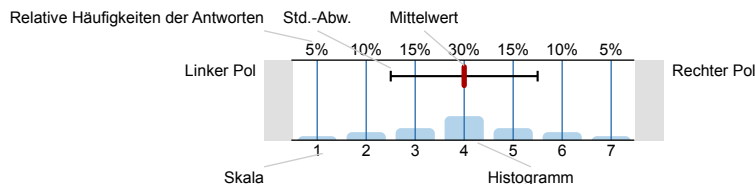
International Economics I: International Trade (FB03_WiWi_WS1617_130)
 Erfasste Fragebögen/number of questionnaires analyzed = 64



Auswertungsteil der geschlossenen Fragen

Legende

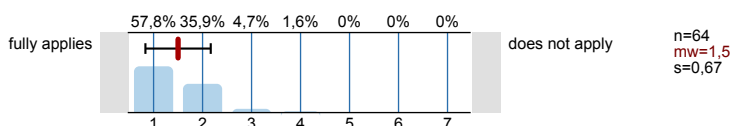
Fragestext



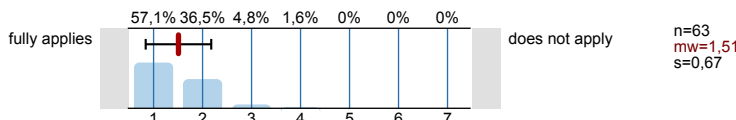
n=Anzahl
 mw=Mittelwert
 s=Std.-Abw.
 E.=Enthaltung

2.

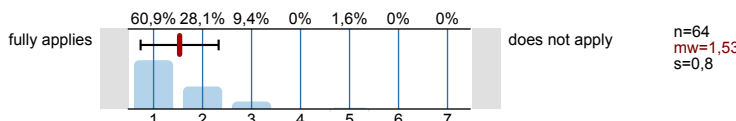
2.1) 1. The course is coherently structured.



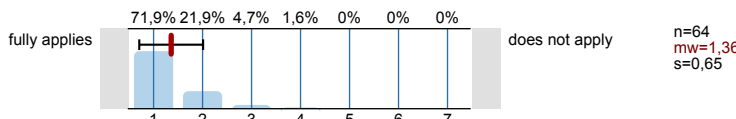
2.2) 2. Individual lectures are coherently structured.



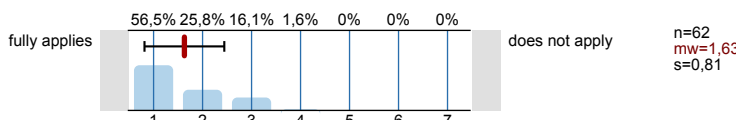
2.3) 3. The course has a clear objective.



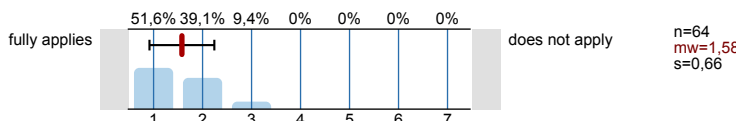
2.4) 4. The lecturer uses examples to illustrate the material presented.



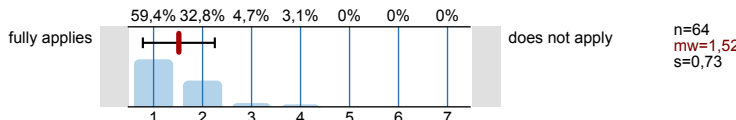
2.5) 5. The relevance and practical importance of the material have been made clear.



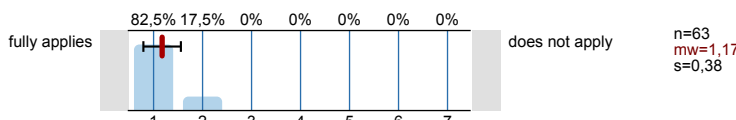
2.6) 6. The lecturer encourages students to critically assess the material presented in class.



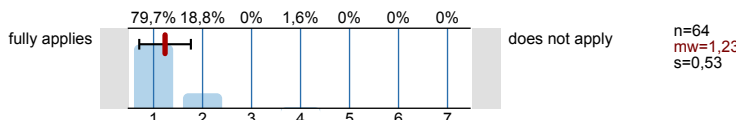
2.7) 7. The overall presentation is clear.



2.8) 8. The lecturer is well prepared.



2.9) 9. The lecturer speaks clearly.



2.10)	10. The lecturer uses didactical tools (e.g. transparencies, blackboard, projector) in a useful way.	<p>77,8% 19% 1,6% 1,6% 0% 0% 0%</p>	fully applies	does not apply	n=63 mw=1,27 s=0,57
2.11)	11. Students are provided with useful teaching materials (handouts, lecture notes, references, etc.).	<p>59,7% 30,6% 8,1% 1,6% 0% 0% 0%</p>	fully applies	does not apply	n=62 mw=1,52 s=0,72 E.=2
2.12)	12. The lecturer is highly motivated.	<p>87,5% 10,9% 1,6% 0% 0% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,14 s=0,39
2.13)	13. The lecturer is able to motivate course participants.	<p>50,8% 38,1% 7,9% 1,6% 0% 1,6% 0%</p>	fully applies	does not apply	n=63 mw=1,67 s=0,9
2.14)	14. The lecturer is cooperative and open-minded.	<p>81,3% 18,8% 0% 0% 0% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,19 s=0,39
2.15)	15. Compared to other courses, the students attending this lecture have a high skill level.	<p>26,6% 23,4% 25% 17,2% 1,6% 1,6% 4,7%</p>	fully applies	does not apply	n=64 mw=2,67 s=1,53
2.16)	16. The course substantially contributed to improving my knowledge on this topic.	<p>50% 35,9% 9,4% 3,1% 1,6% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,7 s=0,89
2.17)	17. I have learned something meaningful and important.	<p>45,3% 39,1% 10,9% 3,1% 0% 1,6% 0%</p>	fully applies	does not apply	n=64 mw=1,78 s=0,95
2.18)	18. The course content overlaps with the content of other courses.	<p>12,5% 9,4% 20,3% 15,6% 4,7% 20,3% 17,2%</p>	fully applies	does not apply	n=64 mw=4,2 s=2,03
2.19)	19. I was interested in the topic of this course.	<p>42,2% 35,9% 17,2% 1,6% 3,1% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,88 s=0,97
2.20)	20. The lecturer gives helpful feedback on students' contributions.	<p>56,3% 34,4% 4,7% 3,1% 1,6% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,59 s=0,85
2.21)	21. The overall support for this course is good.	<p>51,6% 34,4% 9,4% 3,1% 1,6% 0% 0%</p>	fully applies	does not apply	n=64 mw=1,69 s=0,89
2.22)	22. I regularly prepare and follow up on this course.	<p>26,6% 26,6% 31,3% 10,9% 1,6% 1,6% 1,6%</p>	fully applies	does not apply	n=64 mw=2,45 s=1,27

2.23)	23. The work load associated with this course is larger than for other courses.	fully applies 30,2% 33,3% 15,9% 11,1% 4,8% 3,2% 1,6% 1 2 3 4 5 6 7 does not apply	n=63 mw=2,43 s=1,44
2.24)	24. The lecturer encourages students to ask questions and to actively participate.	fully applies 58,1% 37,1% 4,8% 0% 0% 0% 0% 1 2 3 4 5 6 7 does not apply	n=62 mw=1,47 s=0,59
2.25)	25. The lecturer does a good job in moderating discussions (encouraging contributions, commenting on contributions, timing, etc.).	fully applies 50,8% 35,6% 8,5% 1,7% 3,4% 0% 0% 1 2 3 4 5 6 7 does not apply	n=59 mw=1,71 s=0,95 E.=4
2.26)	26. The course enhanced my interest in studying.	fully applies 36,5% 25,4% 30,2% 3,2% 1,6% 3,2% 0% 1 2 3 4 5 6 7 does not apply	n=63 mw=2,17 s=1,2
2.27)	27. The course encouraged me to further delve into the subject.	fully applies 31,7% 27% 31,7% 4,8% 1,6% 3,2% 0% 1 2 3 4 5 6 7 does not apply	n=63 mw=2,27 s=1,19
2.28)	28. The course suffered from noise, students' conversations, etc.	fully applies 3,2% 4,8% 1,6% 7,9% 11,1% 22,2% 49,2% 1 2 3 4 5 6 7 does not apply	n=63 mw=5,83 s=1,62
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	fully applies 42,6% 32,8% 13,1% 4,9% 3,3% 3,3% 0% 1 2 3 4 5 6 7 does not apply	n=61 mw=2,03 s=1,26

3.

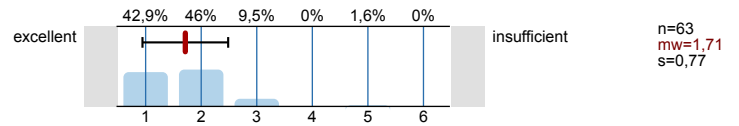
3.1)	30. How would you assess your personal performance in this course?	excellent 15,8% 26,3% 31,6% 22,8% 1,8% 1,8% 0% 1 2 3 4 5 6 7 insufficient	n=57 mw=2,74 s=1,14
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4.

4.1)	31. The amount of material presented was...	far too small 0% 0% 3,1% 42,2% 17,2% 31,3% 6,3% 1 2 3 4 5 6 7 far too extensive	n=64 mw=4,95 s=1,06
4.2)	32. The pace of the lecture was...	far too quick 0% 12,5% 20,3% 57,8% 7,8% 1,6% 0% 1 2 3 4 5 6 7 far too slow	n=64 mw=3,66 s=0,86
4.3)	33. The skill requirements were...	far too low 0% 0% 3,2% 50,8% 25,4% 15,9% 4,8% 1 2 3 4 5 6 7 far too high	n=63 mw=4,68 s=0,95
4.4)	34. In order to follow the lecture, my previous knowledge was...	far too small 4,7% 18,8% 25% 46,9% 4,7% 0% 0% 1 2 3 4 5 6 7 far too extensive (no attendance necessary)	n=64 mw=3,28 s=0,98

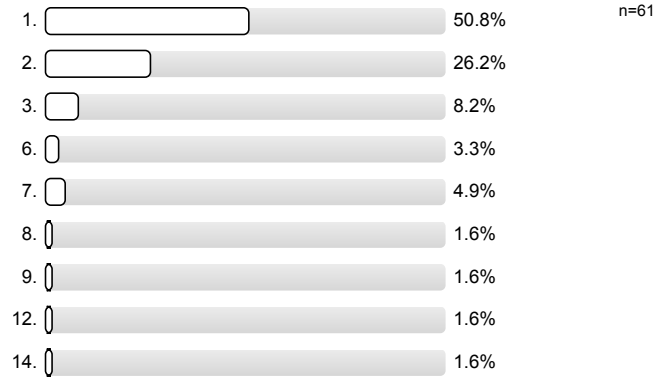
5.

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



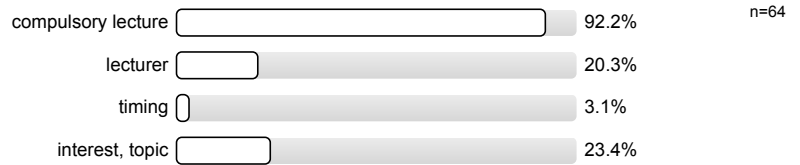
9.

9.1) 39. I am studying in the...



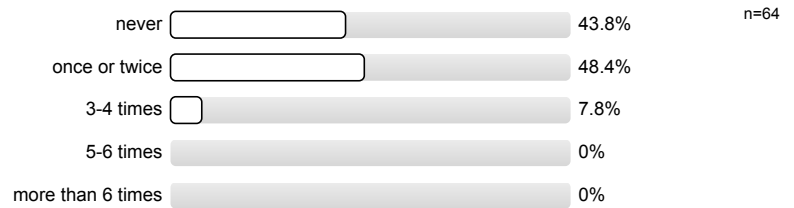
11.

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



12.

12.1) 42. How often did you miss lectures?:



Profillinie

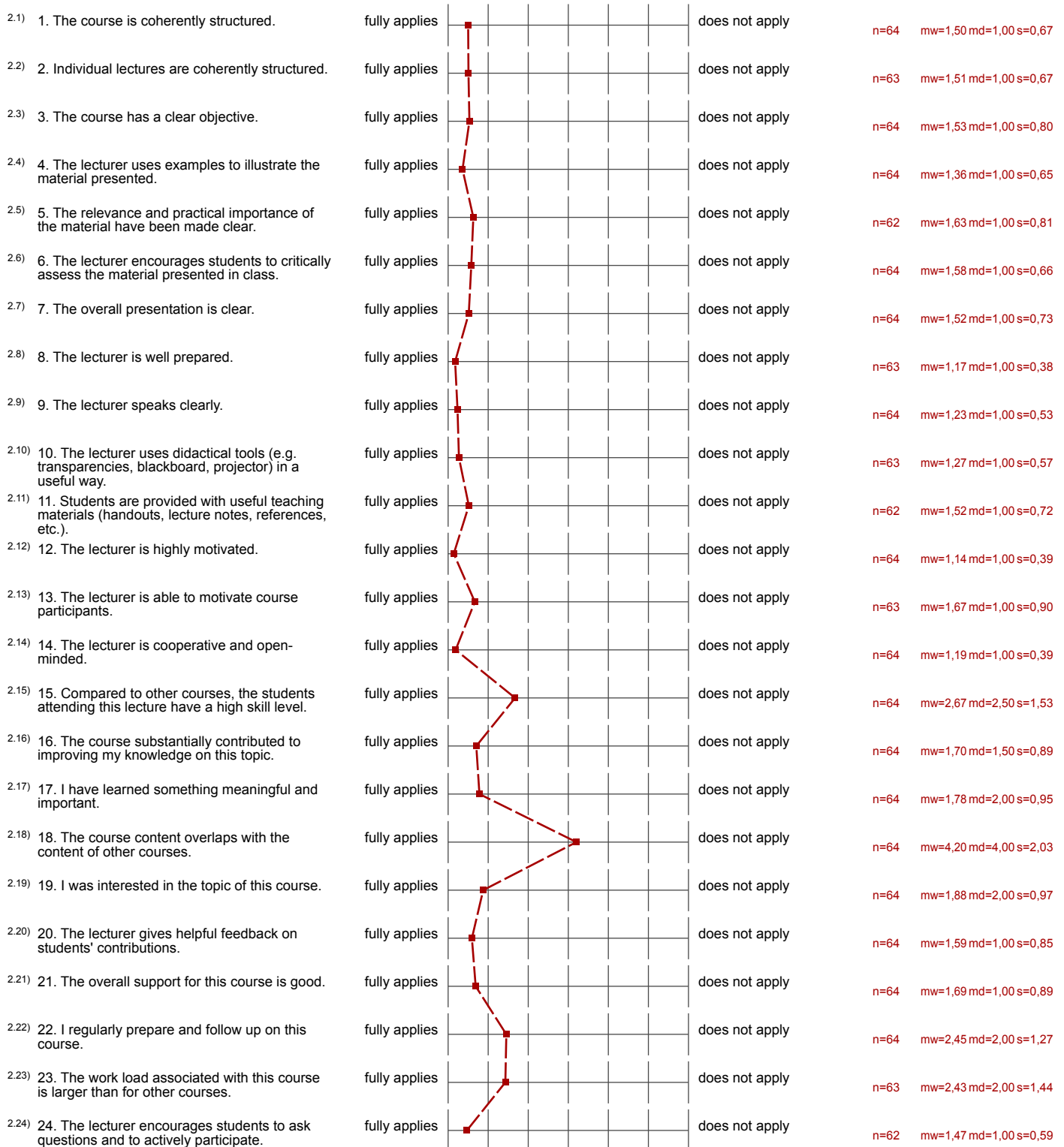
Teilbereich: FB 03 - Wirtschaftswissenschaften






Name der/des Lehrenden: Prof. Dr. Philipp Harms

Titel der Lehrveranstaltung: International Economics I: International Trade (FB03_WiWi_WS1617_130)
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

2.







2.25)	25. The lecturer does a good job in moderating discussions (encouraging contributions, commenting on contributions, timing, etc.).	fully applies		does not apply	n=59	mw=1,71	md=1,00	s=0,95
2.26)	26. The course enhanced my interest in studying.	fully applies		does not apply	n=63	mw=2,17	md=2,00	s=1,20
2.27)	27. The course encouraged me to further delve into the subject.	fully applies		does not apply	n=63	mw=2,27	md=2,00	s=1,19
2.28)	28. The course suffered from noise, students' conversations, etc.	fully applies		does not apply	n=63	mw=5,83	md=6,00	s=1,62
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	fully applies		does not apply	n=61	mw=2,03	md=2,00	s=1,26

3.

3.1)	30. How would you assess your personal performance in this course?	excellent		insufficient	n=57	mw=2,74	md=3,00	s=1,14
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4.

4.1)	31. The amount of material presented was...	far too small		far too extensive	n=64	mw=4,95	md=5,00	s=1,06
4.2)	32. The pace of the lecture was...	far too quick		far too slow	n=64	mw=3,66	md=4,00	s=0,86
4.3)	33. The skill requirements were...	far too low		far too high	n=63	mw=4,68	md=4,00	s=0,95
4.4)	34. In order to follow the lecture, my previous knowledge was...	far too small		far too extensive (no attendance)	n=64	mw=3,28	md=4,00	s=0,98

5.

5.1)	35. All in all, I would grade the lecture with:	excellent		insufficient	n=63	mw=1,71	md=2,00	s=0,77
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Auswertungsteil der offenen Fragen

1.

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

- empirical support provided ~~for~~ IN ADDITION TO ECONOMIC THEORY
- the most inspiring professor whose lectures I had attended
- the FACT THAT STUDENTS ARE ENCOURAGED TO DWELVE FURTHER INTO THE SUBJECT

→ Prof. Harms makes a very competent, high quality educated lecturer!

- The lecturer is really nice and be able to explain many complex issues in a simple way.

- helpful answers if someone had a question

- The way prof. presents the tools & examples was
- Appendices are very helpful

well prepared lecturer
kind

1) Professor is great, he really motivates students
2) very interesting models is teaching which would help us to
do nice things in the future in economics 3) ~~INT. TRADE~~ INT. TRADE (INT)

- motivated, enthusiastic
- nice overview of models & trade discussions
different

• use slides, easy to follow in the lectures

- Way of presenting → clear, critical, structured
- open-mindedness & motivation
- lecture-highlight of the week
- Examples!

The way the professor explained the topics,

nice tie of

- Ricardo
- Harms

I really like how clearly ~~and~~ the professor speaks and how highly motivated he is about the topic.

interesting subject

- references to real-world politics
- the moment when you realize that playing around with formulas leads to ⁱⁿinvariable results

- ① content
- ② Presentation Skills

- I like the quantitative part and new life exercises
- challenging ~~tasks~~
- motivational
- Very analytic and logical in interpretation to reality
- No overwhelming with complicated empirical stuff, summary of the important points

highly motivated lecturer

lecturer answers questions with patience, gives good explanations,
tries to make students think critically and not believe
what they might see at first lect. in class

- political speeches

- Really well structured.
- Difficult aspects are very well illustrated.
- Highly motivated lecturer 😊

Very clear explanations of the most complicated parts of the models; econometrics-related details were clearly presented and discussed.

Explanations are very very clear and logical

- good style
- great explanations
- clear structure

Moderate speed

Great dive into details

• Trump bashing

- highly motivated lecturer who seems to be really interested in his students to learn something (also for life)

interesting topic, relevance was always made clear, liked the Trump-complaining following the flow

The Prof. is highly motivated and he inspires us to know more.
The Prof. is Super great in Teaching. 😊

Lecturer is very motivated and speaks encouraging
slides are good

- interesting subject
- Prof. Harms is highly motivated (which is motivating for students)

professor highly motivated and gives great examples

Aktualität der Themen / Bezug zu aktuellem Research
Präsentationsweise / Motivation des Professors

The Prof. is always highly motivated.

The lecturer always explain everything carefully and inspire
me in studying.

- critical assessment encouraged
- relation to / comments on current political debates

- Classes are interesting
- The slides are clear
- The professor is well prepared
- The professor is always motivated
- We learn with recent examples

- Ricardo model
- Ricardo-Viner-model
- H-O model

The examples were useful
Different ways things were explained

- lecturer is highly motivated / has a positive attitude and is lively, uses a work ^{very} language
- lecturer provides useful examples of the theory's application in reality (theory reflecting economic reality)
- encouraging discussion

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

- ~~waste~~ by more syllabus in short period.
- Basic knowledge is not enough. Difficult to the students from the stream

the intuitive parts are a bit too advanced for those with no economic background, this makes a lot of people lose track of the topic and be scared of the exams,

- sometimes you could explain the variables in a model a little bit more in detail

- 1) complex and difficult for students
- 2) too much empirical

Quite technical course, not easy. Some technical stuff I would have wanted to have more deeper look.

unpersönliche für die Interaktion (man sollte von Zeit fragen) mit Studenten
überflüssig (lieber Diskussionen)

- sometimes you speak a little fast, so it is difficult to note the comments

topics
complex

so - o times the intuition was missed
→ too much of math

Graphs should be more explained

- Notes done in the lecture are not uploaded (added to slides)

The lecture is required more base knowledge in Trade that I have never seen before.

The sad story about Rybczynski that he left university ~~university~~

NOTHING!

- a proper table to take notes is missing for half the class
- empirical evidence wasn't given very much space and especially time
- the exercises were very difficult
- too much focus on maths

too mathematical, far too extensive
(even for MASTER'S degree)

- no dislikes

sometimes very extensive technical parts

- Sometimes the space for calculations is not sufficient.

- The pace of giving a lecture (especially in the last part of the lecture) is a little bit too quick.

- DFS - Model

long monologues that were interrupted by questions that were too easy to answer
 2-5. lectures only contained motivation → too much!

The knowledge for this subject is too elevated for people with no background on economics, the material is digestible but if you don't have the background then it's difficult.

difficult and unstructured presented exercises
 (but)

different models overlap in different aspects, which could be confusing, very technical, sometimes, ~~was~~ skipped over some slides too fast → better to leave a chapter at the end and expect ^{more} ~~previews~~

- sometimes you kind of "waited" time to explain your "accent" but if there was a big graph you just skip to the next, without just waiting 2-5 seconds ^{or} looking again.

• the microeconomics part in the beginning of the lecture was too much; maybe one can include ~~these~~ topics somehow in the weekly review of the 1st semester..

• sometime the pace of the lecture was a bit too fast / too less time for discussing ~~the~~ really complex things

— || —

Pace of the lecture was too quick

→ the most fearing! thing is, that the lecture is very, very ambitious, especially belonging math in the tutorials
 → thus, we are fearing the exam! i.e. "I know it's too fast!"

- Graphs are not elaborately explained

- Notes added ~~in~~ ~~the~~ during the lecture are not uploaded in ILIAS.

- You need a very good economics background to understand 100%
- link between lecture (quite clear) & tutorials (confusing)