

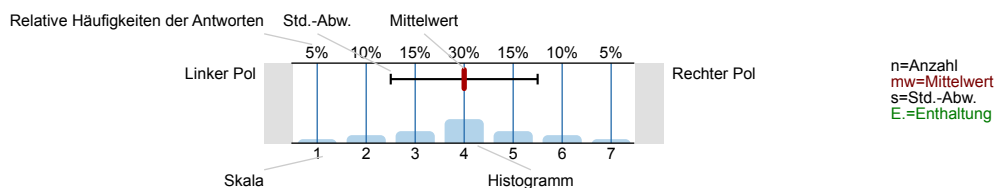
Prof. Dr. Philipp Harms
 International Economics I: International Trade (WiSe 17/18)
 Erfasste Fragebögen/number of questionnaires analyzed = 70



Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



2.

2.1)	1. The course is coherently structured.	fully applies	71,4% 20% 5,7% 1,4% 1,4% 0% 0%	does not apply	n=70 mw=1,41 s=0,79
2.2)	2. Individual lectures are coherently structured.	fully applies	69,6% 24,6% 2,9% 1,4% 0% 1,4% 0%	does not apply	n=69 mw=1,42 s=0,83
2.3)	3. The course has a clear objective.	fully applies	62,9% 24,3% 11,4% 1,4% 0% 0% 0%	does not apply	n=70 mw=1,51 s=0,76
2.4)	4. The lecturer uses examples to illustrate the material presented.	fully applies	70% 27,1% 1,4% 1,4% 0% 0% 0%	does not apply	n=70 mw=1,34 s=0,59
2.5)	5. The relevance and practical importance of the material have been made clear.	fully applies	52,9% 26,5% 14,7% 2,9% 2,9% 0% 0%	does not apply	n=68 mw=1,76 s=1,01
2.6)	6. The lecturer encourages students to critically assess the material presented in class.	fully applies	66,7% 20,3% 11,6% 1,4% 0% 0% 0%	does not apply	n=69 mw=1,48 s=0,76
2.7)	7. The overall presentation is clear.	fully applies	58,6% 30% 5,7% 4,3% 0% 0% 1,4%	does not apply	n=70 mw=1,63 s=1,02
2.8)	8. The lecturer is well prepared.	fully applies	82,9% 14,3% 1,4% 1,4% 0% 0% 0%	does not apply	n=70 mw=1,21 s=0,54
2.9)	9. The lecturer speaks clearly.	fully applies	87,1% 10% 0% 2,9% 0% 0% 0%	does not apply	n=70 mw=1,19 s=0,57

2.10)	10. The lecturer uses didactical tools (e.g. transparencies, blackboard, projector) in a useful way.		fully applies	does not apply	n=69 mw=1,23 s=0,55
2.11)	11. Students are provided with useful teaching materials (handouts, lecture notes, references, etc.).		fully applies	does not apply	n=67 mw=1,49 s=0,77 E.=1
2.12)	12. The lecturer is highly motivated.		fully applies	does not apply	n=69 mw=1,13 s=0,45
2.13)	13. The lecturer is able to motivate course participants.		fully applies	does not apply	n=70 mw=1,5 s=0,81
2.14)	14. The lecturer is cooperative and open-minded.		fully applies	does not apply	n=69 mw=1,25 s=0,55
2.15)	15. Compared to other courses, the students attending this lecture have a high skill level.		fully applies	does not apply	n=65 mw=2,68 s=1,46
2.16)	16. The course substantially contributed to improving my knowledge on this topic.		fully applies	does not apply	n=70 mw=1,9 s=1,01
2.17)	17. I have learned something meaningful and important.		fully applies	does not apply	n=69 mw=1,99 s=1,19
2.18)	18. The course content overlaps with the content of other courses.		fully applies	does not apply	n=69 mw=4,39 s=2
2.19)	19. I was interested in the topic of this course.		fully applies	does not apply	n=70 mw=2,16 s=1,26
2.20)	20. The lecturer gives helpful feedback on students' contributions.		fully applies	does not apply	n=70 mw=1,73 s=0,99
2.21)	21. The overall support for this course is good.		fully applies	does not apply	n=70 mw=1,71 s=0,87
2.22)	22. I regularly prepare and follow up on this course.		fully applies	does not apply	n=69 mw=2,91 s=1,66

2.23)	23. The work load associated with this course is larger than for other courses.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=68 mw=2,53 s=1,2
2.24)	24. The lecturer encourages students to ask questions and to actively participate.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=70 mw=1,37 s=0,64
2.25)	25. The lecturer does a good job in moderating discussions (encouraging contributions, commenting on contributions, timing, etc.).	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=67 mw=1,64 s=0,9 E.=3
2.26)	26. The course enhanced my interest in studying.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=70 mw=1,99 s=1,26
2.27)	27. The course encouraged me to further delve into the subject.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=70 mw=2,36 s=1,43
2.28)	28. The course suffered from noise, students' conversations, etc.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=69 mw=6,07 s=1,58
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	<p>fully applies</p> <p>1 2 3 4 5 6 7</p>	does not apply	n=69 mw=2,65 s=1,65

3.

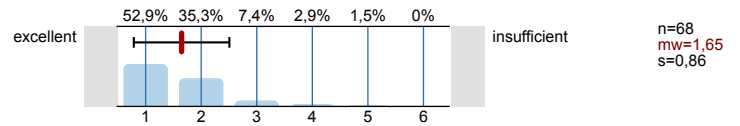
3.1)	30. How would you assess your personal performance in this course?	<p>excellent</p> <p>1 2 3 4 5 6 7</p>	insufficient	n=65 mw=3,22 s=1,36
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4.

4.1)	31. The amount of material presented was...	<p>far too small</p> <p>1 2 3 4 5 6 7</p>	far too extensive	n=69 mw=4,74 s=0,92
4.2)	32. The pace of the lecture was...	<p>far too quick</p> <p>1 2 3 4 5 6 7</p>	far too slow	n=68 mw=3,59 s=0,78
4.3)	33. The skill requirements were...	<p>far too low</p> <p>1 2 3 4 5 6 7</p>	far too high	n=70 mw=4,61 s=0,91
4.4)	34. In order to follow the lecture, my previous knowledge was...	<p>far too small</p> <p>1 2 3 4 5 6 7</p>	far too extensive (no attendance necessary)	n=69 mw=3,1 s=1,19

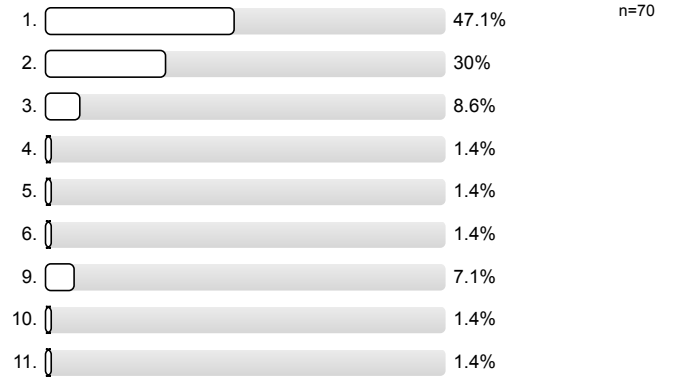
5.

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



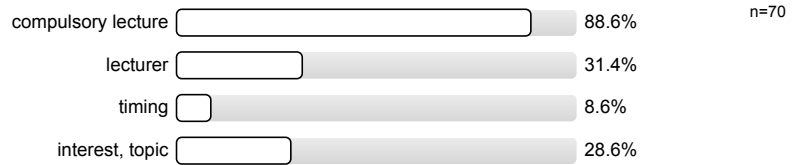
9.

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



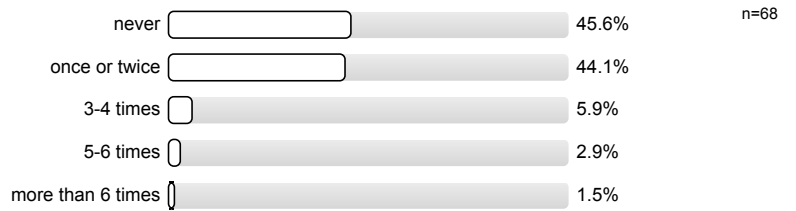
11.

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





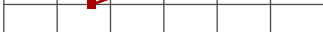
Name der/des Lehrenden: Prof. Dr. Philipp Harms

Titel der Lehrveranstaltung: International Economics I: International Trade (FB03_WiWi_WS1718_28)
(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=67	mw=1,64	md=1,00	s=0,90
2.26)	26. The course enhanced my interest in studying.	fully applies		does not apply	n=70	mw=1,99	md=2,00	s=1,26
2.27)	27. The course encouraged me to further delve into the subject.	fully applies		does not apply	n=70	mw=2,36	md=2,00	s=1,43
2.28)	28. The course suffered from noise, students' conversations, etc.	fully applies		does not apply	n=69	mw=6,07	md=7,00	s=1,58
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	fully applies		does not apply	n=69	mw=2,65	md=2,00	s=1,65

3.

3.1)	30. How would you assess your personal performance in this course?	excellent		insufficient	n=65	mw=3,22	md=3,00	s=1,36
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4.

4.1)	31. The amount of material presented was...	far too small		far too extensive	n=69	mw=4,74	md=5,00	s=0,92
4.2)	32. The pace of the lecture was...	far too quick		far too slow	n=68	mw=3,59	md=4,00	s=0,78
4.3)	33. The skill requirements were...	far too low		far too high	n=70	mw=4,61	md=4,00	s=0,91
4.4)	34. In order to follow the lecture, my previous knowledge was...	far too small		far too extensive (no attendance)	n=69	mw=3,10	md=4,00	s=1,19

5.

5.1)	35. All in all, I would grade the lecture with:	excellent		insufficient	n=68	mw=1,65	md=1,00	s=0,86
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Auswertungsteil der offenen Fragen

1.

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

- good examples, real-world applications were helpful
- lecturer has a very high motivation to teach (and takes students seriously)
- introductory part about microeconomics was very useful

Harms motivates us to participate in the discussions

→ very good lecturer.

→ Prof. Harms raises questions outside the topic.

- Lecturer way of speaking
- Lecturer sense of humor
- clear examples

Slides are very well structured and easy to read.
Economic intuitions are clearly explained.

- ✓ Encourage students
- ✓ teaching system method

1. Motivation of the lecturer and the way of teaching
2. ~~connectivity~~ connection with real globalisation/distributional conflicts
3. Impact of trade

- Good song choice

Professor making good examples to understand sometimes too abstract concepts.

- very interesting models
- easy to understand math + intuitive explanations
- Berlin 2015 live Manchester (last concert on YT)
- Revising the Microeconomics before the course was really helpful
- Empirical evidences of different models (not just theories, but also practical implementation)

- The material brought really engaged and interesting.

- motivated lecturer
- interesting new insights
- vivid way of teaching

interesting topics, nice content
good examples and provides to think

- The explanations of the professor are very good.
- Very dynamic class.
- clear Explanations.
- The Professor is very open-minded towards student's questions

The lecturer is really good, well-knowledge & open-minded.

The topics about R. Model & HO Model are interesting.

- Very structured!! → overall message / goal was made clear at beginning of every new chapter and repeated throughout the chapter as well → made it easy to follow → dw rote faden was immer da! awesome lecture !!

1. The professor has clear presentations.
2. The professor use good examples to explain knowledge.
3. The professor encourages discussions.

The lecturer is enthusiastic, willing to help. He normally asks my question via email really fast and I appreciate for that

- Bullet points of every theory
- In the beginning of every lecture, Professor go through previous lecture for first 10-15 minutes.

real world examples: trying to build a bridge from theory to the real world
loud and clear voice, highly motivated

- very good explanations
- motivation for every chapter
- theoretical and empirical parts

- high motivation of the professor to make topics understandable and relate it to reality

Harms's professor was excellent way to explain

~~Prof. Harms is born~~

- Prof. Harms is born to be a Professor! The lectures are perfectly structured as well as the speech. The examples given enhances the understanding. I am happy to be here!
- vivid examples used to facilitate the understanding
- summaries at the end of each chapter

I like the Prof. discussion

"Fasten your seatbelts"

The topic, the lecturer, the highlighting of the real-world relevance

1. really well structured lecture - the slides are very helpful to study the topics yourself
 2. Prof. Harms is highly motivated and encourages students to ask critical questions
 3. Many practical examples during the lecture that help to understand the theory and its consequences
- mathematical derivations provided with intuition
 - well structured slides that are readable very well
 - Passionate lecturer that encourages students
 - ~~flexibility~~ flexibility of the lecturer (little 'excursions' when 'special discussions' occurred) the lecturer and the students
 - derivation of (mathematical) results during lecture → easier to understand intuition
 - very good structure of the slides (no confusion); derivation of results also empirical analysis both formally and empirically

Professor's presentation style

Structured, well designed slides

Repetition of "basic" knowledge before getting deeper into topics

- Sympathischer Professor
- examples

- Enthusiasm of the lecturer. (up to date)
- The pace of lecture (building up towards theorems...)
- Jacob Knaze (Best tutor of this semester!)

Superb English language + presentation ability.
 Motivated + supportive professor + teaching assistants.

→ I liked the song yelling out his
 → very good lecture, clear structure, highly motivated professor

- Empirical section (HO-model)

- Lecturer
- Way of presentation
- Interesting examples

- professionalism and knowledge of the professor

Lecture, tutorials & objectives of the course

- Dynamic
 - Different types of examples, makes you understand the topic.

→ passion for the subject

→ your focus on tuition - sometimes ☺

→ today's quite clear summary on the basis of about capital abundant country & who will trade
 & who doesn't !!

very organized, high motivation
 well

- Best professor, makes every lecture very exciting
- Highly motivated and open minded

way of teaching > degree of interaction
 structure

The very open-minded discussions and encouragement to assess
 the presented models/materials critically.
 That really enhanced the interest in international trade and the MIEPT.

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

Not enough substantive discussion. Student comments were usually brief questions that were answered by the lecturer only. Please offer more quizzes or tests throughout the semester in order to motivate active learning early on. History of theory too detailed - prefer more emphasis on current real issues.

- Uncomfortable chairs
- In winter room RW2 is too cold!!!

The lecture room is too small compared with the quantity of students who attend this course.

1.

- I would like to learn more about migration economics and its long- / short-term effects on wages / local labor markets

~~would like to have more~~ I would like to have an opportunity to work in groups.

→ material very abstric - especially H-O part. Bit more focus on economic intuition and interpretation

the occasional monologues of students, the derivations in class, maybe we should include more research-focus into the lecture like the papers of David Autor. And you could highlight good research questions for a master thesis or seminar paper.

too much content to cover

~~Chair was missing during calculations~~

- The amount of the material is very large.
(- The room needed sometimes more chairs)

- my lack of background knowledge
- to high level for me

The Lecture Slides were not good for someone who needs to see it without a lecturer (attending lecture)

very hard to be honest. I tried to clearly understand, where I will use these materials in which concentration would like it to be more relevant to the market (not only models)

Some parts are quite hard to understand (Empirical evidences & HD Model)
The slide of chapter 4 is quite long.

- high workload

Sometimes it's quite hard to control room's equipment. The room's affected too much by weather.

- Too fast, that can not get more deeper into the material.
- Different background people will find this course way too hard and not that applicable.
- The take should be more involved!

Explanation is not sufficient
give the Example in easy way is more easy to understand.

The amount of Math used Big ϕ we aren't going to use it in real life --- in my opinion

- None

- sometimes the speed was quite fast for me

- slide set on H-O too large, seemed a bit unstructured in the later parts
 Ge.y. no new subchapter for Ricardo-Viner
- relevance of empirical evidence unclear \rightarrow just to make a point or to illustrate to know the approximation in detail
- tutorial partly went too deep into the mathematical models (especially problem set 4) \rightarrow not much insight can be gained from that + very time consuming

• None

- After dealing with H-O model, we've gone through some papers. I lost my concentration on that point as we did not read the papers & just analyse the results.

way too many slides

• I wish there would be more time to get some historical background ~~about the~~ that shaped the different theories and models to emerge

- sometimes you are a little difficult to understand ~~unlike~~ especially when I'm sitting in the back

-
- people w/ no economic background are not always falling into account
↳ trying to do so in the beginning does make one feel quite dumb :)
- ▷ would love to get the intuition behind it ~~and~~ more often

For more users travel around, at the start of the term
Bit too much material