

Prof. Dr. Philipp Harms

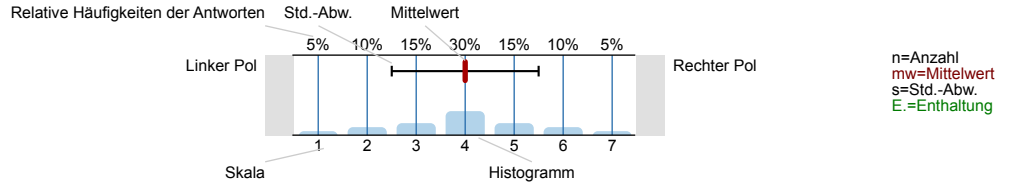
Advanced International Economics I: International Macroeconomics (SoSe 2018)
 Erfasste Fragebögen/number of questionnaires analyzed = 50



Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



2.

2.1)	1. The course is coherently structured.		fully applies	does not apply	n=50 mw=1,22 s=0,46
2.2)	2. Individual lectures are coherently structured.		fully applies	does not apply	n=49 mw=1,16 s=0,43
2.3)	3. The course has a clear objective.		fully applies	does not apply	n=48 mw=1,15 s=0,36
2.4)	4. The lecturer uses examples to illustrate the material presented.		fully applies	does not apply	n=50 mw=1,18 s=0,44
2.5)	5. The relevance and practical importance of the material have been made clear.		fully applies	does not apply	n=50 mw=1,38 s=0,7
2.6)	6. The lecturer encourages students to critically assess the material presented in class.		fully applies	does not apply	n=50 mw=1,4 s=0,61
2.7)	7. The overall presentation is clear.		fully applies	does not apply	n=50 mw=1,3 s=0,54
2.8)	8. The lecturer is well prepared.		fully applies	does not apply	n=48 mw=1,06 s=0,24
2.9)	9. The lecturer speaks clearly.		fully applies	does not apply	n=50 mw=1,04 s=0,2

2.10)	10. The lecturer uses didactical tools (e.g. transparencies, blackboard, projector) in a useful way.		fully applies	83,3% 16,7% 0% 0% 0% 0% 0%	does not apply	n=48 mw=1,17 s=0,38 E.=1
2.11)	11. Students are provided with useful teaching materials (handouts, lecture notes, references, etc.).		fully applies	80% 17,8% 0% 2,2% 0% 0% 0%	does not apply	n=45 mw=1,24 s=0,57 E.=1
2.12)	12. The lecturer is highly motivated.		fully applies	90% 10% 0% 0% 0% 0% 0%	does not apply	n=50 mw=1,1 s=0,3
2.13)	13. The lecturer is able to motivate course participants.		fully applies	70% 26% 4% 0% 0% 0% 0%	does not apply	n=50 mw=1,34 s=0,56
2.14)	14. The lecturer is cooperative and open-minded.		fully applies	91,8% 8,2% 0% 0% 0% 0% 0%	does not apply	n=49 mw=1,08 s=0,28
2.15)	15. Compared to other courses, the students attending this lecture have a high skill level.		fully applies	39,6% 16,7% 20,8% 14,6% 4,2% 2,1% 2,1%	does not apply	n=48 mw=2,42 s=1,51
2.16)	16. The course substantially contributed to improving my knowledge on this topic.		fully applies	63,3% 22,4% 10,2% 2% 2% 0% 0%	does not apply	n=49 mw=1,57 s=0,91
2.17)	17. I have learned something meaningful and important.		fully applies	56% 32% 4% 8% 0% 0% 0%	does not apply	n=50 mw=1,64 s=0,9
2.18)	18. The course content overlaps with the content of other courses.		fully applies	23,9% 19,6% 19,6% 10,9% 6,5% 6,5% 13%	does not apply	n=46 mw=3,28 s=2,05
2.19)	19. I was interested in the topic of this course.		fully applies	56% 40% 2% 2% 0% 0% 0%	does not apply	n=50 mw=1,5 s=0,65
2.20)	20. The lecturer gives helpful feedback on students' contributions.		fully applies	79,6% 14,3% 6,1% 0% 0% 0% 0%	does not apply	n=49 mw=1,27 s=0,57
2.21)	21. The overall support for this course is good.		fully applies	68,8% 25% 4,2% 2,1% 0% 0% 0%	does not apply	n=48 mw=1,4 s=0,68
2.22)	22. I regularly prepare and follow up on this course.		fully applies	39,1% 21,7% 19,6% 8,7% 4,3% 4,3% 2,2%	does not apply	n=46 mw=2,39 s=1,57

2.23)	23. The work load associated with this course is larger than for other courses.		23,9% 26,1% 10,9% 19,6% 10,9% 6,5% 2,2%	fully applies	does not apply	n=46 mw=2,96 s=1,69
2.24)	24. The lecturer encourages students to ask questions and to actively participate.		82% 14% 4% 0% 0% 0% 0%	fully applies	does not apply	n=50 mw=1,22 s=0,51
2.25)	25. The lecturer does a good job in moderating discussions (encouraging contributions, commenting on contributions, timing, etc.).		80,4% 13% 4,3% 0% 2,2% 0% 0%	fully applies	does not apply	n=46 mw=1,3 s=0,76 E.=3
2.26)	26. The course enhanced my interest in studying.		55,1% 30,6% 12,2% 0% 0% 0% 2%	fully applies	does not apply	n=49 mw=1,67 s=1,05
2.27)	27. The course encouraged me to further delve into the subject.		52,1% 22,9% 20,8% 0% 0% 0% 4,2%	fully applies	does not apply	n=48 mw=1,9 s=1,34
2.28)	28. The course suffered from noise, students' conversations, etc.		10,2% 8,2% 4,1% 4,1% 10,2% 14,3% 49%	fully applies	does not apply	n=49 mw=5,35 s=2,16
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.		32% 8% 18% 16% 12% 12% 2%	fully applies	does not apply	n=50 mw=3,12 s=1,86

3.

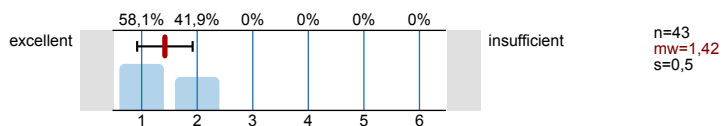
3.1)	30. How would you assess your personal performance in this course?		14,9% 27,7% 25,5% 21,3% 8,5% 2,1% 0%	excellent	insufficient	n=47 mw=2,87 s=1,28
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4.

4.1)	31. The amount of material presented was...		2% 0% 2% 61,2% 24,5% 8,2% 2%	far too small	far too extensive	n=49 mw=4,39 s=0,91
4.2)	32. The pace of the lecture was...		2,1% 10,4% 22,9% 56,3% 2,1% 6,3% 0%	far too quick	far too slow	n=48 mw=3,65 s=1
4.3)	33. The skill requirements were...		0% 0% 6,1% 69,4% 16,3% 6,1% 2%	far too low	far too high	n=49 mw=4,29 s=0,76
4.4)	34. In order to follow the lecture, my previous knowledge was...		2% 18,4% 10,2% 57,1% 8,2% 4,1% 0%	far too small	far too extensive (no attendance necessary)	n=49 mw=3,63 s=1,07

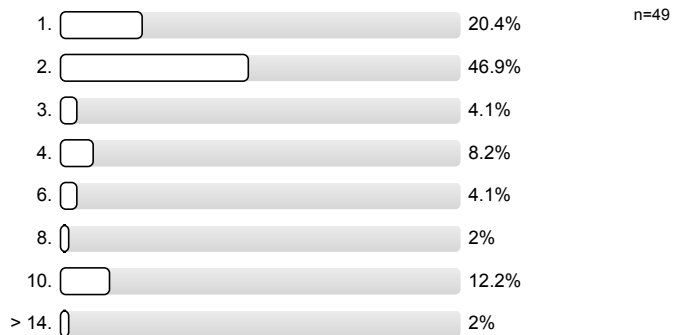
5.

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



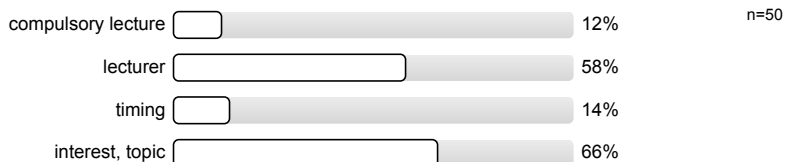
9.

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



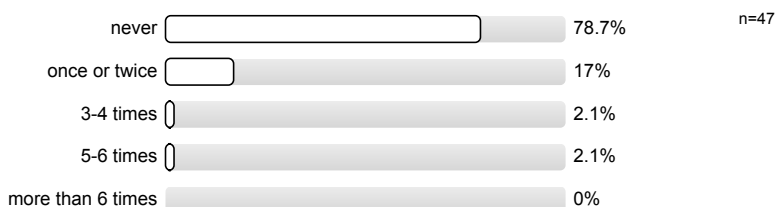
11.

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



12.

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







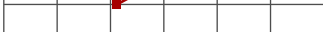
Profillinie

Teilbereich: FB 03 - Wirtschaftswissenschaften
 Name der/des Lehrenden: Prof. Dr. Philipp Harms
 Titel der Lehrveranstaltung: Advanced International Economics I: International Macroeconomics (FB03_WiWi_SoSe18_02)
 (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=46	mw=1,30	md=1,00	s=0,76
2.26)	26. The course enhanced my interest in studying.	fully applies		does not apply	n=49	mw=1,67	md=1,00	s=1,05
2.27)	27. The course encouraged me to further delve into the subject.	fully applies		does not apply	n=48	mw=1,90	md=1,00	s=1,34
2.28)	28. The course suffered from noise, students' conversations, etc.	fully applies		does not apply	n=49	mw=5,35	md=6,00	s=2,16
2.29)	29. Conditions in the lecture room (e.g. room size, equipment) were appropriate.	fully applies		does not apply	n=50	mw=3,12	md=3,00	s=1,86

3.

3.1)	30. How would you assess your personal performance in this course?	excellent		insufficient	n=47	mw=2,87	md=3,00	s=1,28
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4.

4.1)	31. The amount of material presented was...	far too small		far too extensive	n=49	mw=4,39	md=4,00	s=0,91
4.2)	32. The pace of the lecture was...	far too quick		far too slow	n=48	mw=3,65	md=4,00	s=1,00
4.3)	33. The skill requirements were...	far too low		far too high	n=49	mw=4,29	md=4,00	s=0,76
4.4)	34. In order to follow the lecture, my previous knowledge was...	far too small		far too extensive (no attendance)	n=49	mw=3,63	md=4,00	s=1,07

5.

5.1)	35. All in all, I would grade the lecture with:	excellent		insufficient	n=43	mw=1,42	md=1,00	s=0,50
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Auswertungsteil der offenen Fragen

1.

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

1. The professor used many examples to explain theories.
2. The professor has clear presentations.
3. The professor encouraged discussions.

All lectures in 4 days
Sufficient breaks

- That the course was offered even taking into account professor's Sabbatical. Thank You!!!

- Mr Harms you charge us with enthusiasm

• deep respect for how motivated the lecturer stayed throughout the whole block course, the excitement spread to the students!
• Thank you for offering this course even though you're taking a sabbatical!! Amazing lecture.

- enthusiasm of the lecturer
- lecture pushes me to think over global and national issues
- graph illustrations

• very motivated professor
• highly interesting topic
• organisation as block seminar makes following along easier
• textbook covering the lecture

- asking a lot of questions to audience
- lecturer was able to pass over passion about lecture topics on me (or others)
- topics are relevant, not just "useless theory"

delivering the lecture Monetary Econon next semester.

- enthusiasm
- more calculations ~~on the~~ / explanations on the board than last term
- encouraging questions

CCAPM

- very good prepared professor

- ① Good structure
- ② Example from real life
- ③

Being a block course, clarity, preparation of the lectures.

- interesting topic, especially CA + its interpretation - up to date data
- lecturer highly motivated
- good for theoretical classes: motivation

Motivation -

Encourage

will give knowledge to us → thank you so much

Great man:

God bless you abundantly with

- Content
- Professor

- Only 4 days, but

The lecturer is deeply interested in his topics and tries very nicely to reach the students

the lecturer gives good examples

the lecturer is always motivated (what motivates me, as well 😊)

exchange rate, uncertainty, saving behaviour,

- I really appreciate the lecturer spending time before having research. Hence, I don't have to cancel this course
- The lecturer is always tries to make humorous and I really enjoy lecture.

I like the elaborated, high sophisticated way of digging into the exchange rate. Moreover the very motivating method of teaching!

enthusiastic

very nice topic
very well taught

- The topics
- The enthusiasm of the professor
- The material and tools.

I liked that the professor is very motivated.
The subject is very interesting

lecturer

21 violo

motivation of the lecturer
that notes will be uploaded on mood

- o examples
- o atmosphere

- It's interesting
- The professor explains more simple the deep of the topic.

- very motivated lecturer
- bloc seminar

very good explanations
- high motivation of the professor
- learning things about the "real world"

- o Prof. Harms stayed motivated until the end
- o ~~st~~ although it was exhausting, he still managed to get the attention of the students

The lecturer, the topic, the ~~real~~ possibility to attend despite the schedule of the lecturer. ~~Very~~ nice job :-)
Very

Mr Harms is an excellent teacher, 😊
a top professional and highly motivated individual
→ just sensational, → please lead the other professors how to record

Balance of payments explanation

Definitions, distinctions between various exchange rates

- structure of the slides
- taking every student and their questions seriously

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

The unrealistic approach of the overlapping model with t_{12} for 0.45 and t_{12} as 45
 an t_{13} as 45 - dead end; the time lacks in a precise model approach. Please work on
 a new model!

- Technology and size of the lecture rooms are poor
- presentation of the last lecture is confusing, and I'm not sure to what extent we are responsible of the content

All lectures gather in 2 weeks

- as this was a Blockvorlesung a little more interaction might have freshened up the long hours

there were none

- o listening gets hard after ~ 6 hours (but the 10-hour-day was okay because of the lunch break)

~~Nothing~~ - Nothing.

Could have been a bit less manually copying lengthy equations and more understanding
 general ~~steady-state~~ steady-state conditions. (phase-diagrams for instance)

Sad that we didn't cover the whole exchange rate topic
 Little bit too quick due to fact that it was a block lecture

- Unfortunately was a marathon and sometimes was difficult to follow.
- Some of the classroom looks small because a large number of student, there are bigger classroom for this lecture.

→ Maybe if notes for seminar applies, do have a two week break between the days, so we can have more time to prepare and follow up

- maybe the 4 appointments could have been splitted
↳ 2 appointments in April, the other 2 in June
- a bit too much material for the short period of time

The whole course was finished in one week too hectic and hard to concentrate.

- not enough time between seminars to follow up on the material
- conditions in the lecture room, not appropriate (too small)

Deriving models
mathematical proofs
Illegible handwriting presented far too quickly

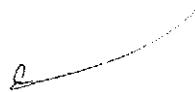
There could have been more focus on exchange rates

Early hours on 1 occasion (2nd Friday)

- very similar to "Exchange Rates & Capital Markets"

- Classroom's sometime too small

- lectures on Saturday
- too many hours



- having 8h of lecture in a row is exhausting and ~~too~~ too
- room choices ~~is~~ could be improved

Demographic structure, current account, R-Consumer Model

- ① Formulas not easy to understand
- ② Very extensive
- ③ Sometimes
 - the speed

→ too few time to copy calculations

room not good CRW3 → too long, far away from board, can't see projection)
 a lot of mistakes with the bachelor (exam: Harm: exam)

A lot of theoretical stuff about unreal life. I know it should be like this, but I would love to have more real examples.

- The entire lecture was taught in one week - overwhelming ...
- The rooms sometimes were not enough for everybody
- Professor was going to fast.