

Prof. Dr. Philipp Harms

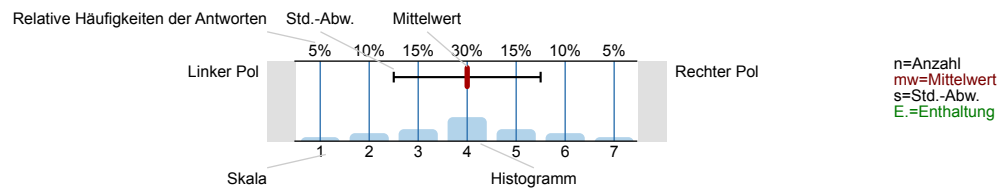
International Economics I: International Trade (WiSe 2018/19)
 Erfasste Fragebögen/number of questionnaires analyzed = 58



Auswertungsteil der geschlossenen Fragen

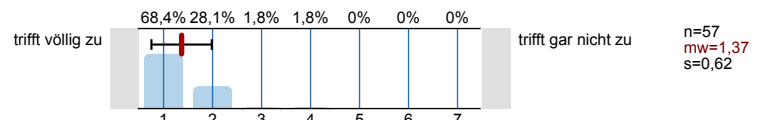
Legende

Fragestext

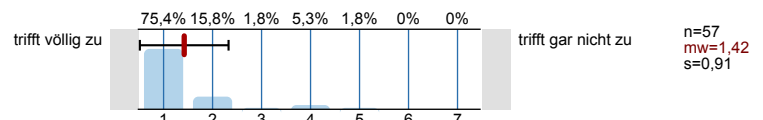


Didactics

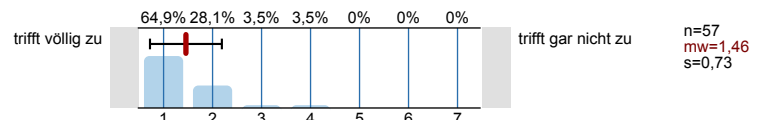
1. The instructor presents the course's objective/s in a clear way.



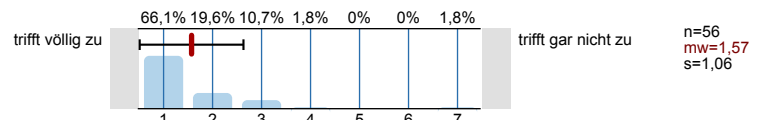
2. The instructor uses examples to illustrate the subject matter.



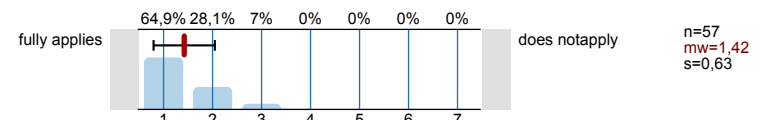
3. The instructor presents the relevance (benefit) of the subject matter in a clear way.



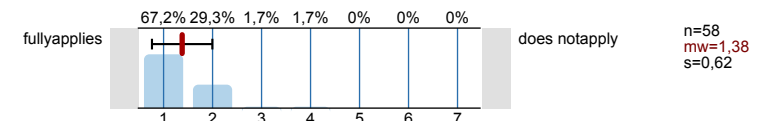
7. The subject matter is imparted in an understandable manner.



13. The instructor provides teaching materials (e.g. handouts, lecture notes, references), that are helpful.

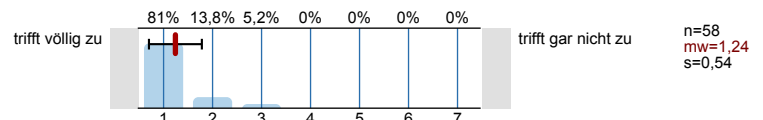


14. The instructor uses didactic utilities (e.g. transparencies, blackboard, projector) in a meaningful way.

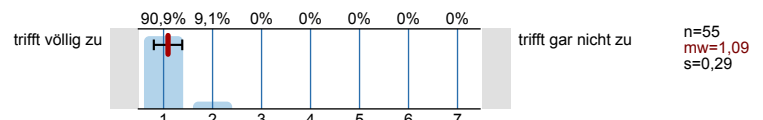


Personal Skills

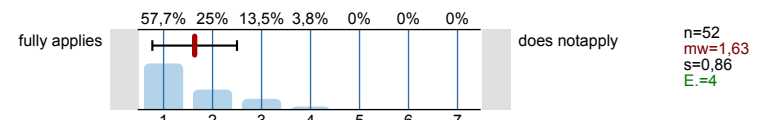
8. The instructor is cooperative and open-minded.



12. The instructor's articulation is clear.

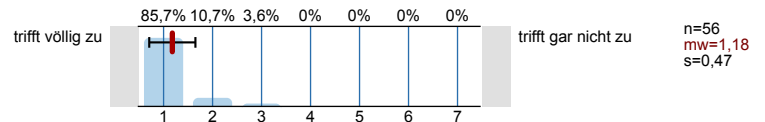


16. The instructor's moderation of discussions (e.g. encouraging contributions, commenting on contributions, timing) is good.

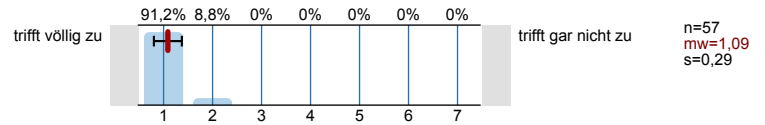


Commitment of teaching

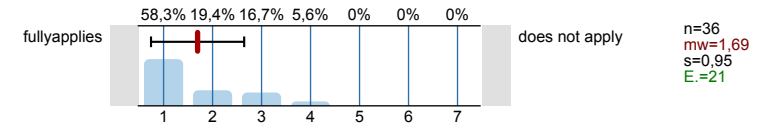
6. The instructor seems to be involved in teaching.



11. The instructor seems to be well prepared.

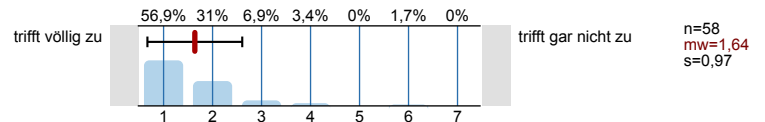


15. The instructor's contact possibilities (e.g. email consultation-hour) beyond this course are good.

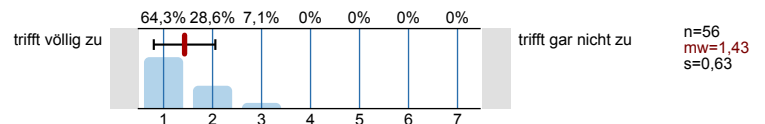


Encouragement and motivation

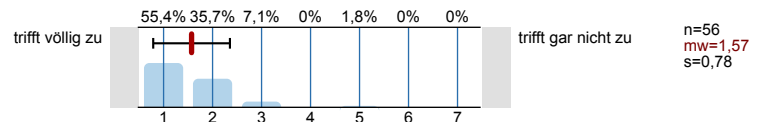
4. The instructor inspires the students to deal critically with the course matter.



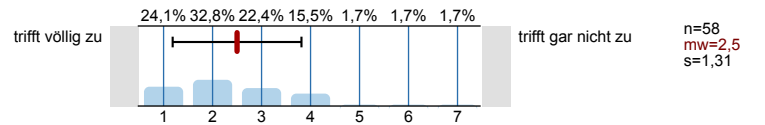
9. The instructor fosters the students to ask questions and to participate actively.



10. The instructor is able to motivate the students to delve deeper in the topics taught in the course autonomously.

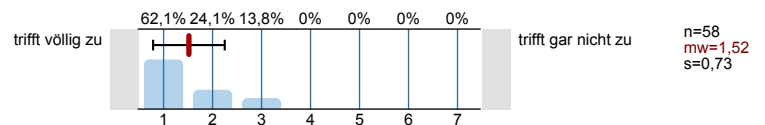


24. My interest in studying is fostered by attending this course.



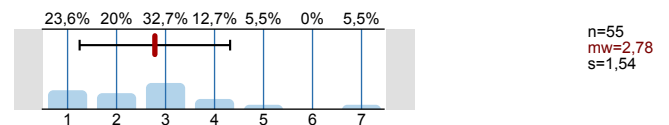
Instructor's handling with student's contribution

5. The instructor gives helpful feedback on students' input.



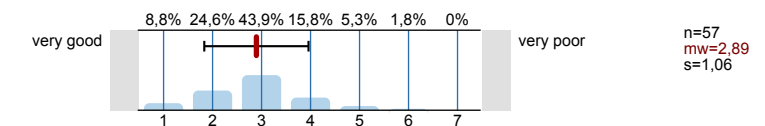
Student's interest before

23. Even before the lecture has started I was interested in the course topic.



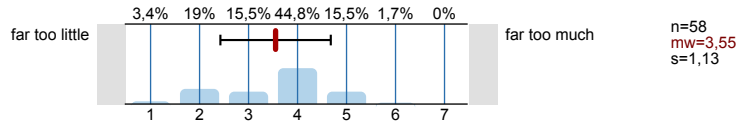
Student's achievement potential

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



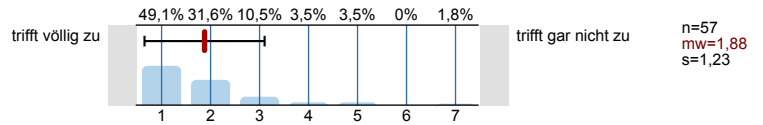
Previous knowledge

32. In order to follow the course, my previous knowledge is...

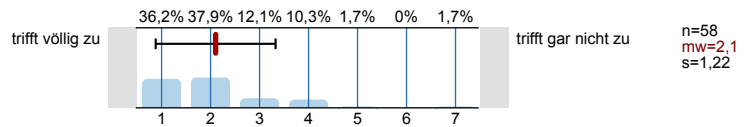


Knowledge acquisition

19. My level of knowledge is higher after attending this course.

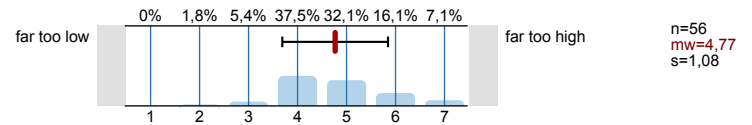


25. I learn something meaningful and important.

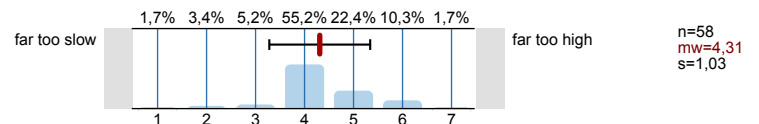


Requirements

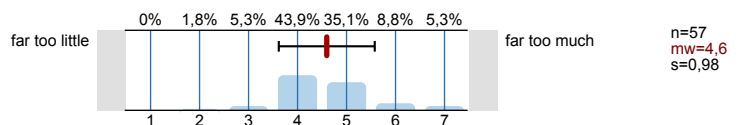
29. The requirements are...



30. The pace of the lecture is...

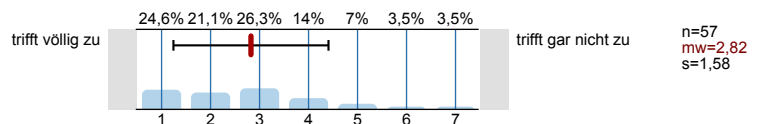


31. The extent of the subject matter is...

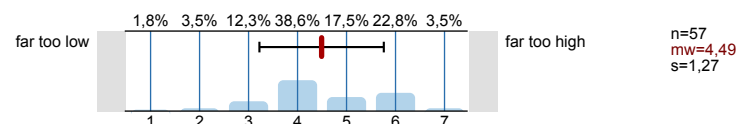


Workload

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

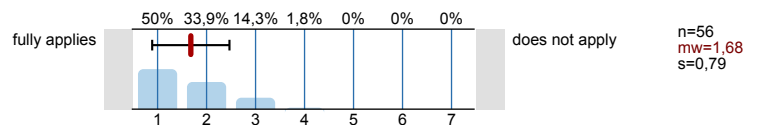


28. My workload in this course is compared with other courses...

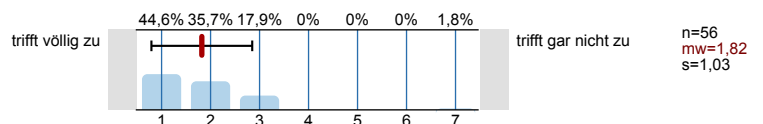


Structure

17. The composition with regards to content of the overall course is comprehensible.

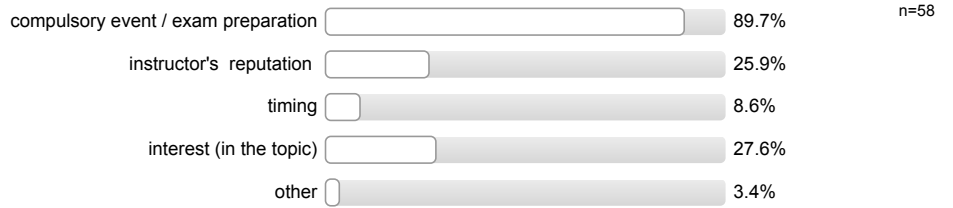


18. The composition with regards to content of the separate courses is comprehensible.



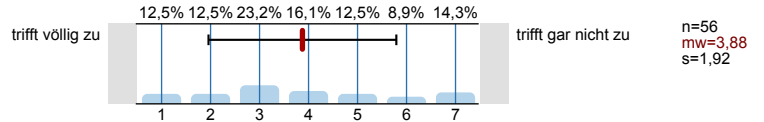
Purpose of attendance

33. Reason for attending this course:
(Multiple answers possible)

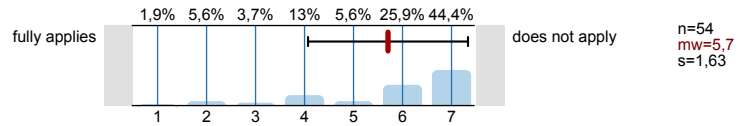


General environment

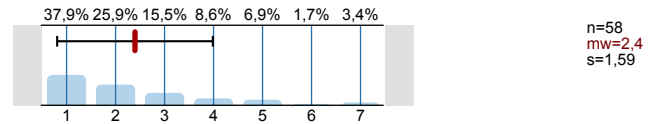
20. There are often content overlaps with other courses.



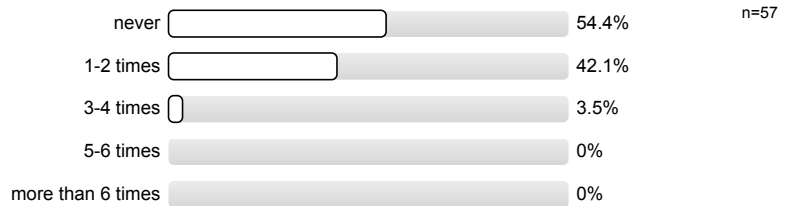
21. Disturbance, speaking or disruptions by the course participants impair the course.



22. The general environment (e.g. room size, facilities) of the course/lecture were appropriate.

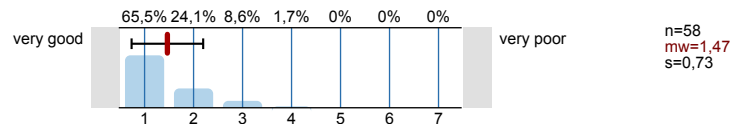


34. I've been absent from the course:



Overall evaluation

35. Overall, I evaluate this lecture as...



Profillinie

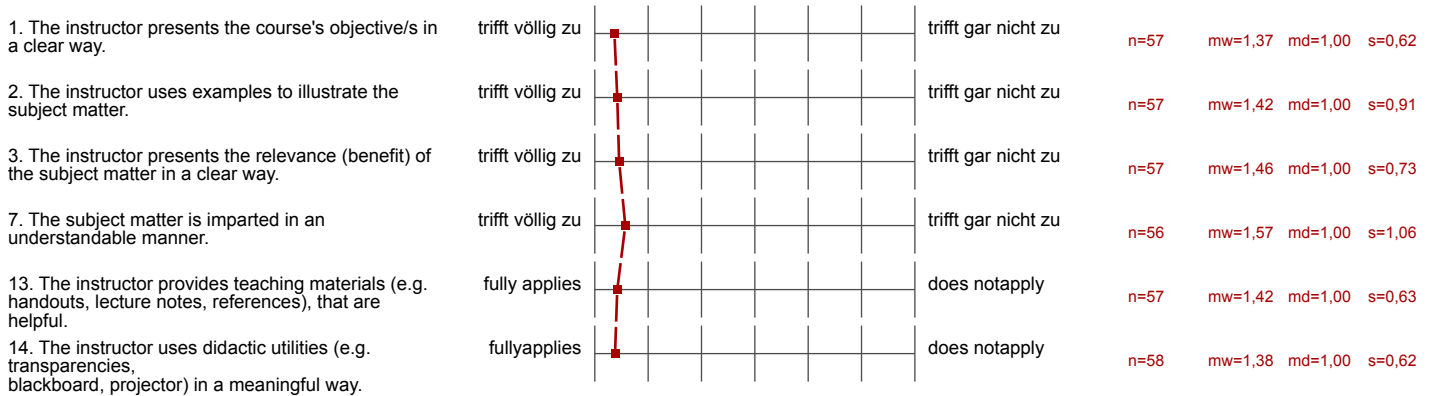
Teilbereich: FB 03 - Wirtschaftswissenschaften

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

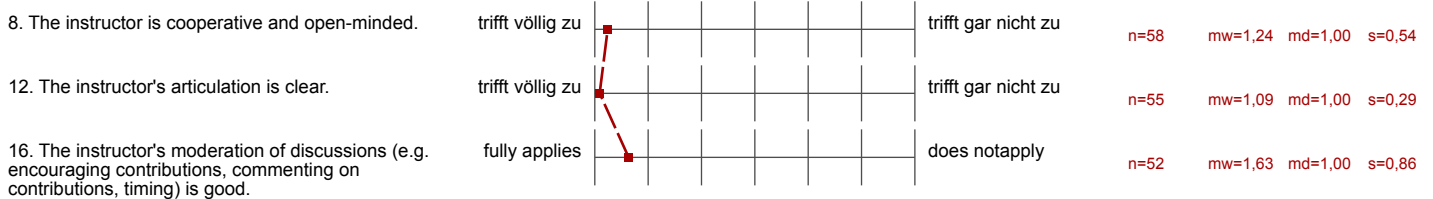
Titel der Lehrveranstaltung: International Economics I: International Trade (FB03_WiWi_WiSe18_19_47)
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

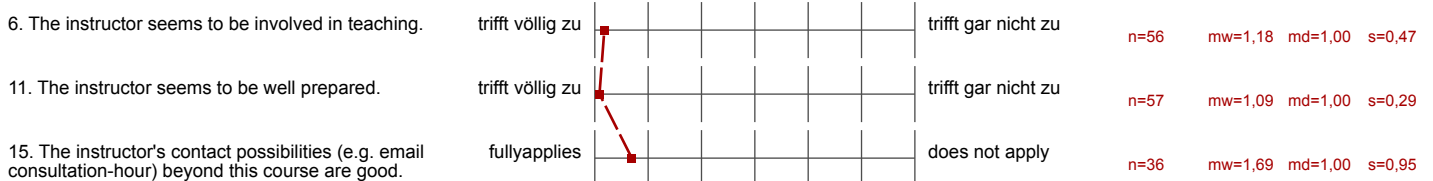
Didactics



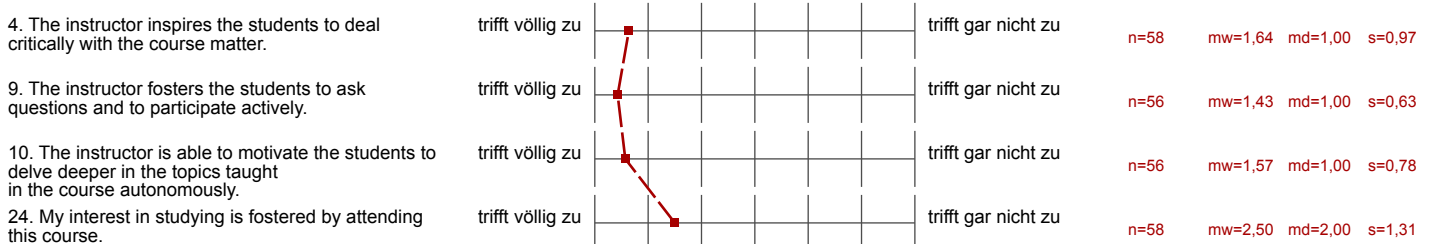
Personal Skills



Commitment of teaching




Encouragement and motivation




Instructor's handling with student's contribution

5. The instructor gives helpful feedback on students' input. trifft völlig zu  trifft gar nicht zu n=58 mw=1,52 md=1,00 s=0,73


Student's interest before

23. Even before the lecture has started I was interested in the course topic.  n=55 mw=2,78 md=3,00 s=1,54

Student's achievement potential

27. How would you assess your personal performance in this course? very good  very poor n=57 mw=2,89 md=3,00 s=1,06

Previous knowledge

32. In order to follow the course, my previous knowledge is... far too little  far too much n=58 mw=3,55 md=4,00 s=1,13

Knowledge acquisition

19. My level of knowledge is higher after attending this course. trifft völlig zu  trifft gar nicht zu n=57 mw=1,88 md=2,00 s=1,23

25. I learn something meaningful and important. trifft völlig zu  trifft gar nicht zu n=58 mw=2,10 md=2,00 s=1,22

Requirements

29. The requirements are... far too low  far too high n=56 mw=4,77 md=5,00 s=1,08

30. The pace of the lecture is... far too slow  far too high n=58 mw=4,31 md=4,00 s=1,03

31. The extent of the subject matter is... far too little  far too much n=57 mw=4,60 md=4,00 s=0,98

Workload

26. I regularly prepare and follow up on this course. trifft völlig zu  trifft gar nicht zu n=57 mw=2,82 md=3,00 s=1,58

28. My workload in this course is compared with other courses... far too low  far too high n=57 mw=4,49 md=4,00 s=1,27

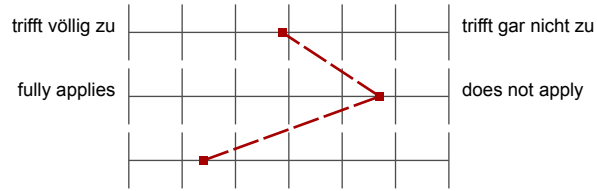
Structure

17. The composition with regards to content of the overall course is comprehensible. fully applies  does not apply n=56 mw=1,68 md=1,50 s=0,79

18. The composition with regards to content of the separate courses is comprehensible. trifft völlig zu  trifft gar nicht zu n=56 mw=1,82 md=2,00 s=1,03

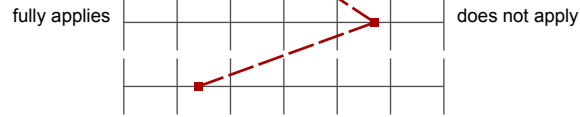
General environment

20. There are often content overlaps with other courses.



n=56 mw=3,88 md=4,00 s=1,92

21. Disturbance, speaking or disruptions by the course participants impair the course.



n=54 mw=5,70 md=6,00 s=1,63

22. The general environment (e.g. room size, facilities) of the course/lecture were appropriate.



n=58 mw=2,40 md=2,00 s=1,59

Overall evaluation

35. Overall, I evaluate this lecture as...



n=58 mw=1,47 md=1,00 s=0,73

Auswertungsteil der offenen Fragen

Comments about the lecture

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

1. Topic of the lecture
2. Lecture's method.

1. prof Harms explain very well regarding a difficult theoretical things.
2. understandable easily regarding a international trade.
3. it was interesting about empirical issues on the lecture -

- ① Contents are interesting, ~~but~~ easier for me to concentrate.
- ② Lecturer is very good at teaching and is professional.
- ③ ~~The~~ Schedule of the lecture is good.

good examples

extensive + detailed explanations
of models

- The big lecture room with plenty of space
- Good pace to the lectures (was a bit worried that the classes would not be dropped due to doing extra earlier in the semester, but happy there wasn't extra material).
- Handwritten notes written on tablet

- + derive calculation steps together with class
- + clear structure and organization of the lecture
- + empirical evidence of trade models is discussed
(„Do we see this pattern of trade in the data?“)
- + nice interaction with students

1. Involving of the teacher into the study process
2. A lot of interactions between the teacher and students during lectures
3. Providing a lot of real examples which makes the understanding of the theoretical material more explicit.

- Professor and both tutors very well prepared. Great course!

- Lecture was recited in a very interesting way (political)
- Good examples that relate to our current situation
- Formulas were often illustrated by hand writing

- Good and competent Harms
- Nice jokes
- Harms is able to talk with students and make compromises, i.e. giving a free day for too many lectures in the beginning

- Slides

- Open discussion in lecture

- uploads of notes on Mias

The professor is well-prepared.

The slides are helpful and well-organized

- The professor is brilliant and keeps the class in a good mood.
- The lecture room was nice, it had everything we needed.

best teacher, nice slides

Use of board & tablet to write on slides
↳ easier to concentrate when we are
writing stuff together

- Structure of the lecture & models

- The content of the lecture was very understandable, as well as the overall structure
- The lecturer was very motivated and interested in the content of the lecture, which made it easy to follow it.

- Presentation slides are very helpful

- Very nice way to bring topics across
- the speed of lecture is very pleasant

- How Prof. Harms ^{almost} always took the longer way around the table to pace back to his surface.
- super good lecture, good to follow, presented very ~~we~~ nicely by our "Shawmaster" 😊, who likes to "scribble things into his notes."

- enthusiastic presentation style
- clear structure

- you don't get tired listening to the professor
- the presentations are clear to understand
- the content of the Lecture is comprehensive

The way the teacher taught the lecture
how he encouraged the students to participate in class
The material (slides) provided
The short reviews he always gives us at the beginning
of the lecture.

* The topics are always interesting, Ricardian and He Model give us some interpretation about how the economy moves

* Prof. Harms always encourage us to keep interested into the economic world.

* Perfect thing to explain the models

- Professor interested in the students understand the topics.
 - clear explanation of the professor
 - tutorials very practical to understand better the topics
- very good and entertaining way of presenting

- ↳ The lecturer has a sense of humour, so the material doesn't sound dry.
- ↳ Lecturer uses examples such as monkeys, chocolate or cookies to illustrate points in a simple manner - very helpful.
- ↳ Lecturer writes equations of slides, so you don't miss extra material given at lectures if you couldn't attend.
VERY GOOD!

- The way the teacher gives the class. He manages to capture your attention and make you interested in the subject.
- You can see that Mr. Harms really enjoys teaching, which is a PLUS to have a teacher that actually enjoys what he does.

- Professor
- Structure of presented information

- 1) how prof. Harms teaches
- 2) the importance given to the contents during the lectures.
- 3) the general attention paid during the lectures in the classroom.

- The teaching materials offered by our professor is really good.
It's very helpful for us to prepare the lecture.
- The arrangement of lecture is also good for us.
We have enough time to review.
- To be honestly, I like the style of teaching of professor.

1. Professor's teaching style
2. Clearing & understandable slides.

• Professor Harms explains concepts in a very clear way, and always gives examples, making the audience interested in the subject.

Good articulation

Humor

Examples

- examples
- connection between students and professor
- provision of teaching materials (notes on the slides, appendixes.)

→ I like the atmosphere of a lecture → many examples ~~are~~ from real life; the dynamics of lecture; it is not boring, entertaining, great vocabulary of a professor

- 1) A good atmosphere
- 2) Meritorical content of presentations.
- 3) Sense of humour.

- Prof. Harms teaching style, nice to listen to
- Handwritten notes online

1. Structured course content with explained introduction in the beginning of each chapter.
2. Derivation of important formulas during the lecture. (Very helpful in order to understand the lecture better)
3. Introduction of examples, data and graphs taken from IMF or World Bank, which give a clear view of the connection of theory with reality.

- The professor Harms are very passionate,
- He uses a lot of examples in order for us to easily understand the lecture.
- The tutorial teachers are also helpful and give good explanation.
- We feel stress-free when studying with professor Harms., quite fun.

- ① Professor is very enthusiastic in teaching & he does it extremely well
- ② Very intuitive and logical in the way the course is organized (tutorials & lectures materials)
- ③ Tutor ~~are~~ is very good in explaining & answering question (Jakub)

- Teacher has a very good contact with the students
- Great organization
- Many examples from life to each topic

- very clear way of presenting the content
- nice presentation of graphs
- brilliant sense of ~~the~~ humour from instructor

- clear explanation
- nice atmosphere
- interesting topics

* I like the professor, how he teaches us
* Nothing bad about the topic + lecture.
I enjoyed

- The material presented at the lecture is very organized, presented in such a way that it is easy to follow both in class and at home.
- The way the lecturer presents the material enables ~~to be~~ being focused the whole lecture. He presents the material in an enjoyable way, also giving [^] little breaks from pure theory, ~~for~~ which relaxes the mind and helps to ~~st~~ stay focused for a longer period of time.

- Material / Presentations.
- Preparation of tutorials.
- Teacher's enthusiasm talking about international trade

- interesting topics
- current/example quite interesting [Trump, W, China]
- work with data on Excel files

▷ professor seems very motivated

▷ review of basic analytical concepts in the beginning

- very interesting topic in general
- nice atmosphere, especially with Prof. Harms understanding himself as an 80s-Showman
- Prof. Harms clearly knows, what he's talking about
- He definitely has profound knowledge about International Trade and also tries to get the students to engage in the topic

- Topic
- Speed of learning
- Professor was really good.

The examples that are used in the lectures.

The development of the formulas, explaining the meaning.

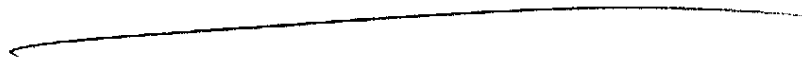
- The way that the lecture delivers very good that we can more engage to be more understanding
- The topic relevant to the actual / real as in the example

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

1. lecture room was not comfortable to take the course.
2. Spent so much time in the beginning of the lecture (there was some time crashes)

- ① Lecture room desks in are too small.
- ② Contents might be a bit too much, not enough time to prepare for exams.

- For me personally, there is too much maths and more time should be spent on explaining concepts.



- I wish there ~~was~~ were more discussions
- load of mathematical formulas.

- The topics are boring, but it's only my personal view

- uploads could be faster sometimes
- little bit more intuition (summary) of models overall on slides would be nice

- The hour ; just 70 min after 11:45.
- Jakob (tutoral guy) went too fast.

spent a lot of time on Heckscher-Ohlin →
sometimes hard to know where we stand
especially with all the different theorems

- exam date too close to final lecture

- the bulk of lectures in the beginning
→ tutorials are way behind

- sometimes too fast → hard to take notes

• exam date too close to final lecture (not enough time to study!)

- every tablet has a so-called ^{automatically} ~~gesture~~ "palm-rejection" so it does not jump backwards and forwards in the slides ~~if~~ even if the whole hand lies on the tablet. Maybe this is helpful to avoid these "autonomous device" moments in the future :)

- technical issues (beamer not really working, etc.)
 - ↳ problem of university
 - first weeks were heavy with up to three lectures in three days → of course due to illness of other Professor
 - poor Jakub who always has to help prepare
-
- very theoretical
 - the professor always took the longest way around the desk to his computer and was then complaining about the long way

- too much complicated math
- the pace is very high
-

* Sorry, but the exam date close to another core module is a big flaw of this core module, in terms to learn more and have more clear ~~some~~ concepts.

* It's understandable that was planned with time, but after seeing that we have many inconvenience with DandG, you will not flexible with the exam dates.

- Time to present the exam after we finish the lectures is too close.
- Sometimes the topics are too theoretical, would be nice to compare more with reality.

- Dysfunctions of technical devices

NONE, just some recommendations:

- would it be possible to have audio recordings of lectures?
 - a summary sheet for each lecture/topic with the CORE ideas and formulas written down. would be very beneficial, = easier to process material
 - have a mock/practice exam during term time, with the answers then uploaded so that students could check their exam competency before the actual exam.
 - past exam papers (actual) available online, not just tutorials.
- Tutorials are a little hard considering my math skills, but hopefully they will get better.

- ~~Time~~ Amount of time given between last lecture and exam (not enough)
- Tutorials schedule (both at the same day → no "love of variety")
- Video-content (which can help to better understand the material) available on Ilias is needed.

1) Too much time spent on math demonstration during tutorials.

2)

1. Professor's handwriting
2. Speed (too fast)

Uncomfortable chairs
Technological problems

1) The only thing which would be better, is a style of hand-writing - it would be slightly more legible - maybe it's just a matter of tablet (it relates especially formulas ~~are~~ written during the lecture).

- overwhelming amount of topics covered,
- not recognizable overlaps with other subjects because notation differs very much
- Even if listening to the lectures, no clue about solving the exercises in the tutorials

1. A wide range of topics and theories described in the lecture and a lot of them introduced as exercises in the tutorials

- ① Relative too much focus on theory of Neoclassical
- ② Could include ~~an alternative~~ more practical discussions about trade policies.

- too much theoretical knowledge

I think it's good to use Math to understand well but not to be too much for the exam, because what matters is we understand the topic well {we'll not use that math in real life after the program?}

- The ~~topic of~~ content of the lecture is very theoretical. What could be beneficial is to introduce some case studies after each chapter to show how ~~it is~~ the topic of the lecture relates to the real world.
- Too many classes. (we ended up taking some hours from Development and (growth lecture))
- Not enough time for preparation before the final exam.

- lot of stuff you should know by heart
- math quite complicated
- more exercises with actual ~~the~~ "real" numbers (mock exams)
- General on the program
 - 2 core module exams within 2 days i.e. 4 different topics to learn (theory, math) seems impossible. ☹️
 - program ^{seems to be} rather about quantity than on quality of the information

more should be
 ▷ more examples next to all the theory

▷ slides are very brief → hard to resume important analytics of the models at home

▷ pace of the lecture was very fast and the amount of theoretical content kind of overwhelming

- Way too much content covered!
 - ↳ last slide set about "Imperfect Competition" was too much in my opinion
 - ↳ rather should have discussed the other topics more in depth
- too little practical examples given in lecture
 - ↳ would have appreciated generally more examples regarding all of the models, also because they are quite hard to understand
- Was too much workload generally, according to

- The class too big sometimes the other people talking / ~~was~~ discuss make too noise and disturbing
- The gap between previous class too short and takes time to reach the class from different building.