

Prof. Dr. Philipp Harms

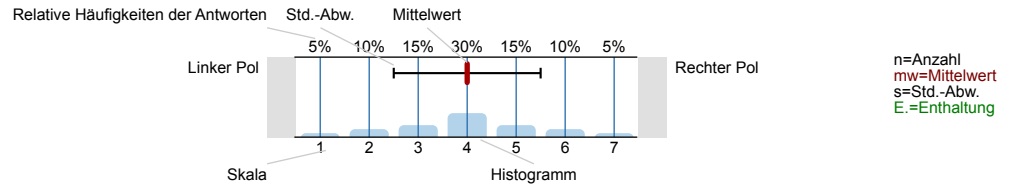
Topics in Advanced International Economics: International Trade in Services (WiSe 2018/19)
 Erfasste Fragebögen/number of questionnaires analyzed = 21



Auswertungsteil der geschlossenen Fragen

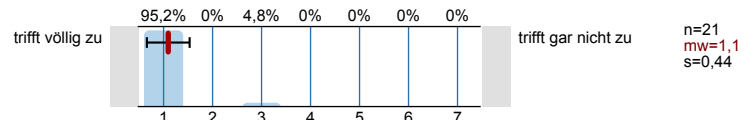
Legende

Fragestext

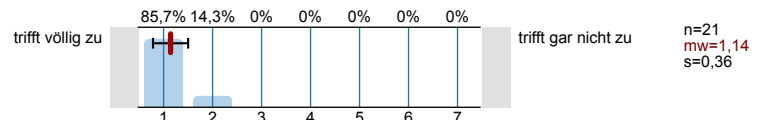


Didactics

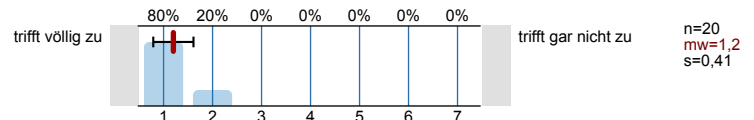
1. The instructor presents the course's objective/s in a clear way.



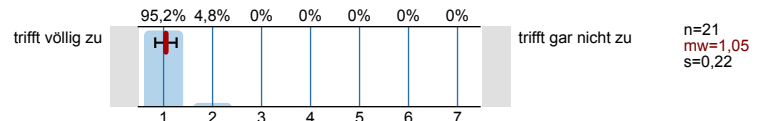
2. The instructor uses examples to illustrate the subject matter.



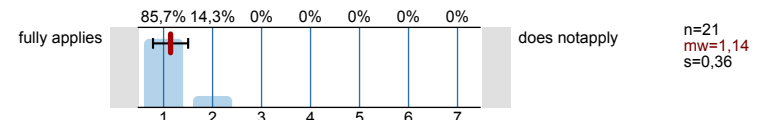
3. The instructor presents the relevance (benefit) of the subject matter in a clear way.



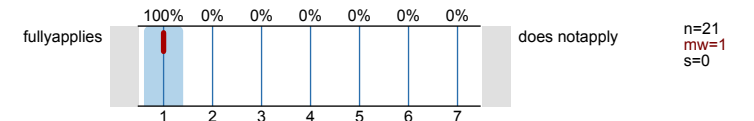
7. The subject matter is imparted in an understandable manner.



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

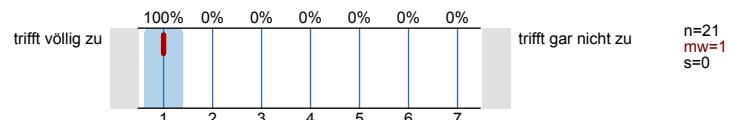


14. The instructor uses didactic utilities (e.g. transparencies, blackboard, projector) in a meaningful way.

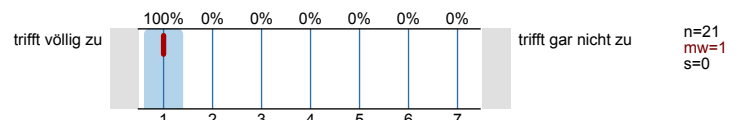


Personal Skills

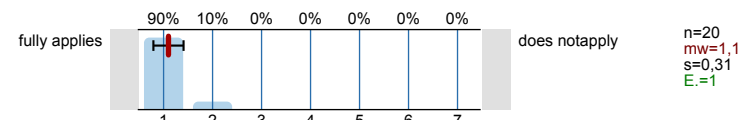
8. The instructor is cooperative and open-minded.



12. The instructor's articulation is clear.

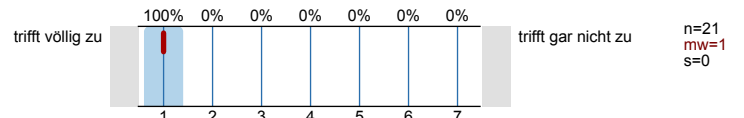


16. The instructor's moderation of discussions (e.g. encouraging contributions, commenting on contributions, timing) is good.

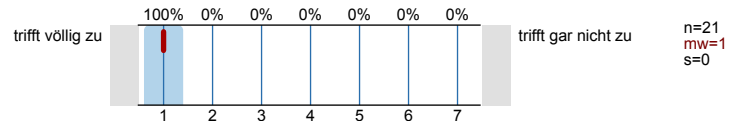


Commitment of teaching

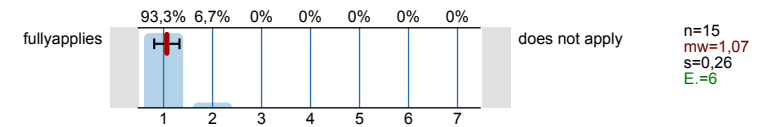
6. The instructor seems to be involved in teaching.



11. The instructor seems to be well prepared.

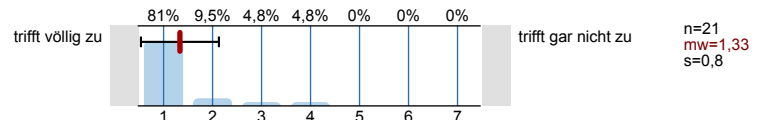


15. The instructor's contact possibilities (e.g. email consultation-hour) beyond this course are good.

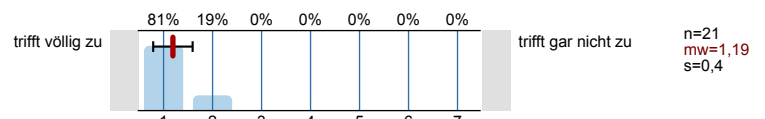


Encouragement and motivation

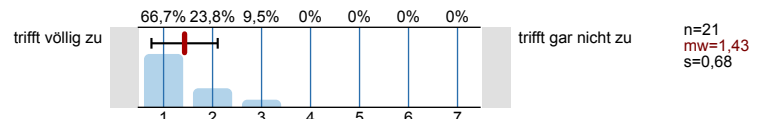
4. The instructor inspires the students to deal critically with the course matter.



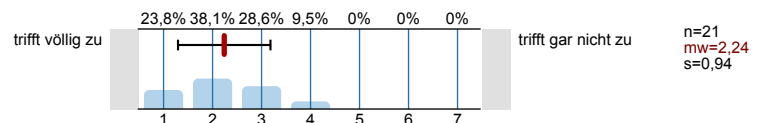
9. The instructor fosters the students to ask questions and to participate actively.



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

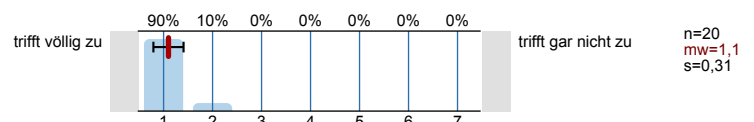


24. My interest in studying is fostered by attending this course.



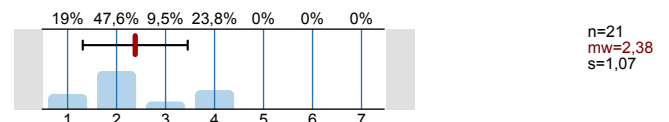
Instructor's handling with student's contribution

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



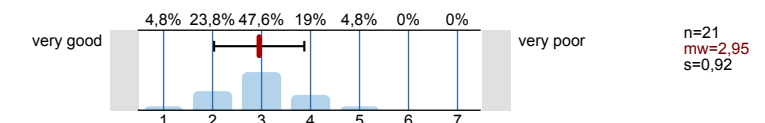
Student's interest before

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



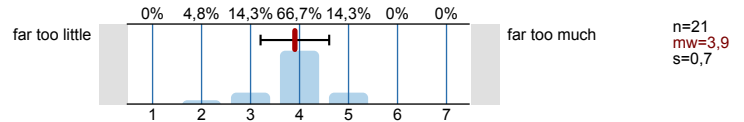
Student's achievement potential

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



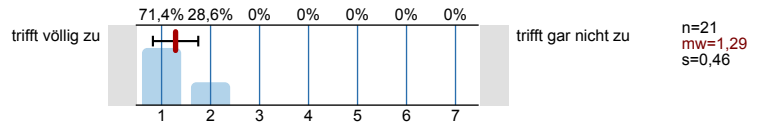
Previous knowledge

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

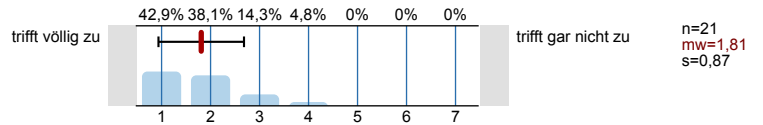


Knowledge acquisition

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

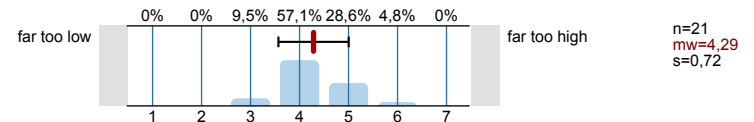


25. I learn something meaningful and important.

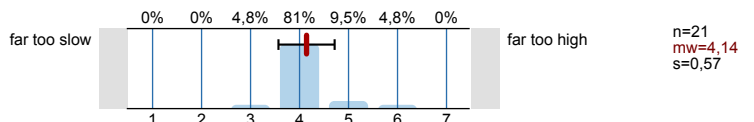


Requirements

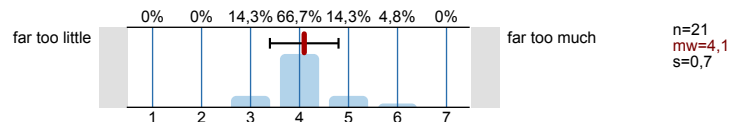
29. The requirements are...



30. The pace of the lecture is...

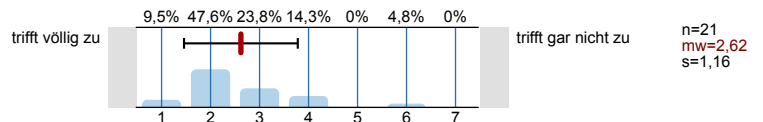


31. The extent of the subject matter is...

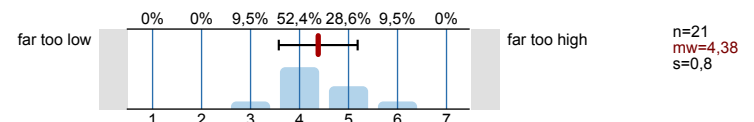


Workload

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

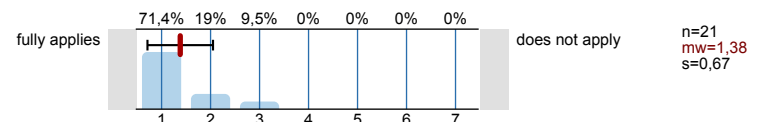


28. My workload in this course is compared with other courses...

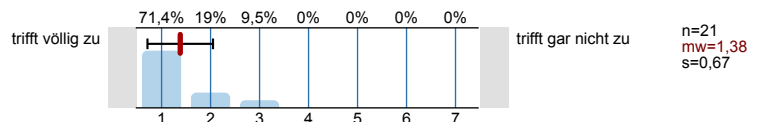


Structure

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

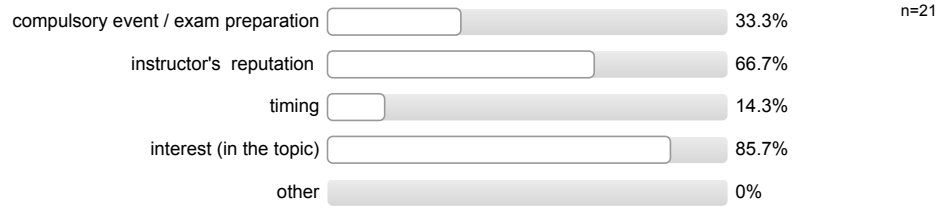


18. The composition with regards to content of the separate courses is comprehensible.



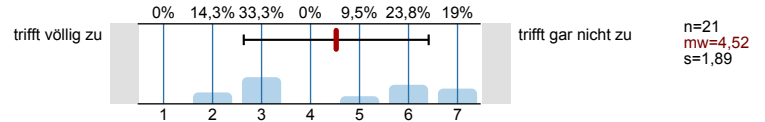
Purpose of attendance

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

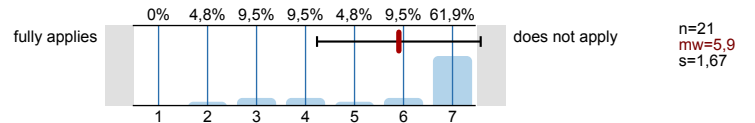


General environment

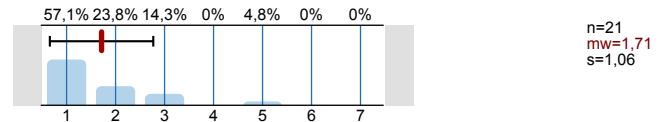
20. There are often content overlaps with other courses.



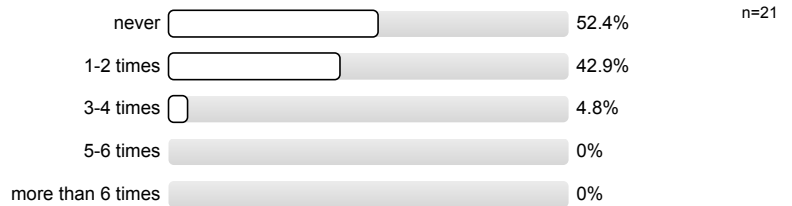
21. Disturbance, speaking or disruptions by the course participants impair the course.



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

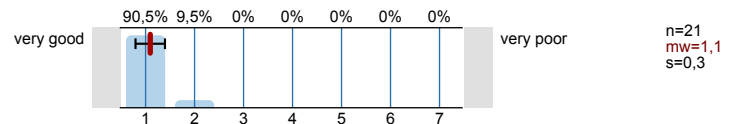


34. I've been absent from the course:



Overall evaluation

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



Profillinie

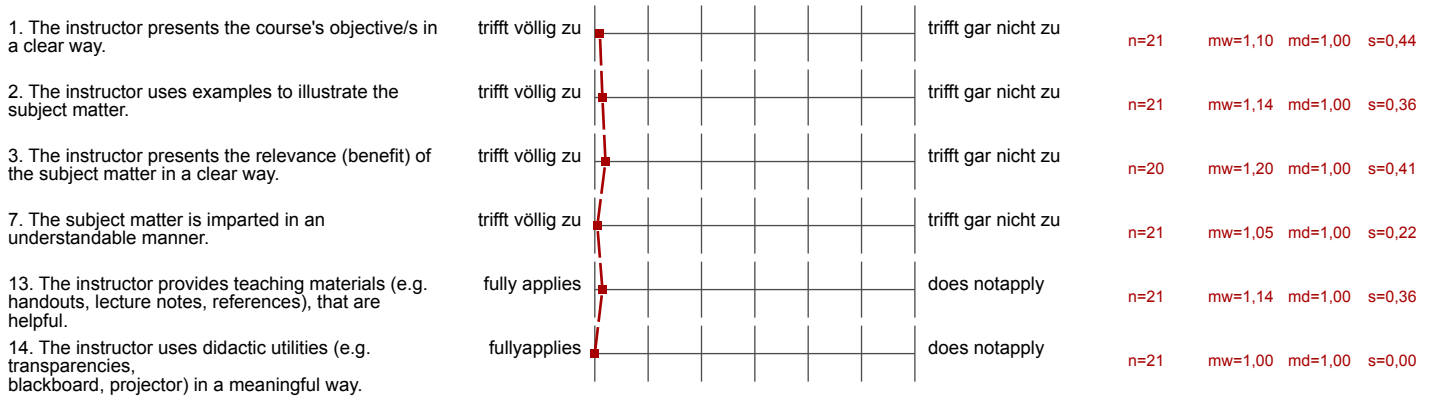
Teilbereich: FB 03 - Wirtschaftswissenschaften

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

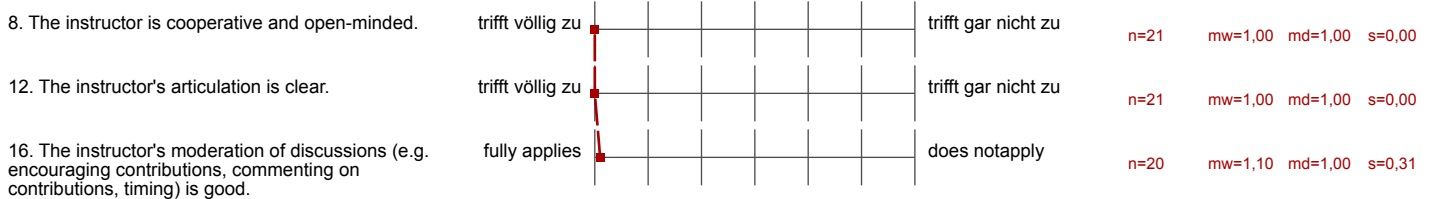
Titel der Lehrveranstaltung: Topics in Advanced International Economics: International Trade in Services
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

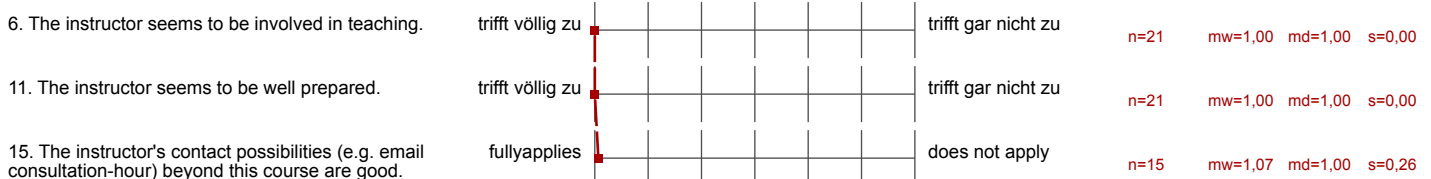
Didactics



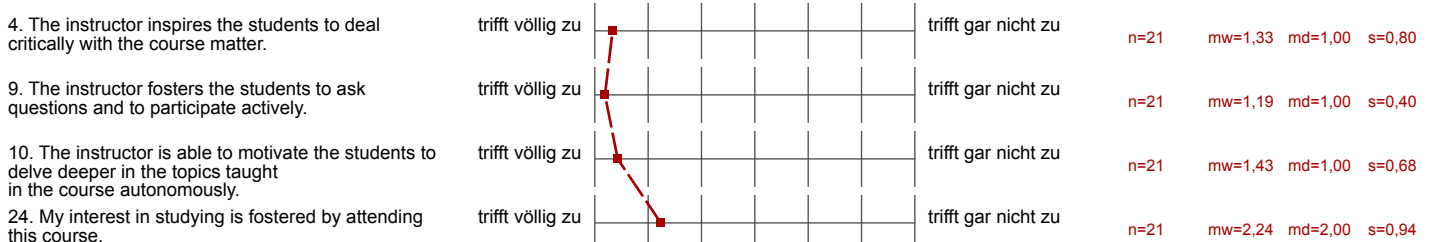
Personal Skills



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=20 mw=1,10 md=1,00 s=0,31

Student's interest before

23. Even before the lecture has started I was interested in the course topic.  n=21 mw=2,38 md=2,00 s=1,07

Student's achievement potential

27. How would you assess your personal performance in this course? very good  very poor n=21 mw=2,95 md=3,00 s=0,92

Previous knowledge

32. In order to follow the course, my previous knowledge is... far too little  far too much n=21 mw=3,90 md=4,00 s=0,70

Knowledge acquisition

19. My level of knowledge is higher after attending this course. trifft völlig zu  trifft gar nicht zu n=21 mw=1,29 md=1,00 s=0,46

25. I learn something meaningful and important. trifft völlig zu  trifft gar nicht zu n=21 mw=1,81 md=2,00 s=0,87

Requirements

29. The requirements are... far too low  far too high n=21 mw=4,29 md=4,00 s=0,72

30. The pace of the lecture is... far too slow  far too high n=21 mw=4,14 md=4,00 s=0,57

31. The extent of the subject matter is... far too little  far too much n=21 mw=4,10 md=4,00 s=0,70

Workload

26. I regularly prepare and follow up on this course. trifft völlig zu  trifft gar nicht zu n=21 mw=2,62 md=2,00 s=1,16

28. My workload in this course is compared with other courses... far too low  far too high n=21 mw=4,38 md=4,00 s=0,80

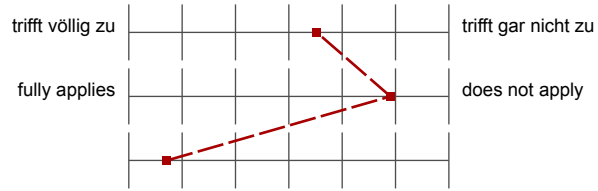
Structure

17. The composition with regards to content of the overall course is comprehensible. fully applies  does not apply n=21 mw=1,38 md=1,00 s=0,67

18. The composition with regards to content of the separate courses is comprehensible. trifft völlig zu  trifft gar nicht zu n=21 mw=1,38 md=1,00 s=0,67

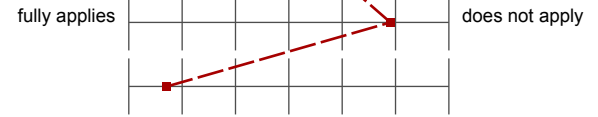
General environment

20. There are often content overlaps with other courses.



n=21 mw=4,52 md=5,00 s=1,89

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



n=21 mw=5,90 md=7,00 s=1,67

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



n=21 mw=1,71 md=1,00 s=1,06

Overall evaluation

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



n=21 mw=1,10 md=1,00 s=0,30

Auswertungsteil der offenen Fragen

Comments about the lecture

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

- ✓ Teaching system is clear and open minded
- ✓ Motivation ~~to the student~~
- ✓ Encourag to the student

1. Course material is organized and presented in an comprehensible manner.
2. Lecturer is really enthusiastic about teaching & content which reflexes on students and encourages us to be also enthusiastic.
3. Lecture and tutorial is going with a complying pace. Tutorial material is not exhausting and enables students to actually work on tutorial beforehand.

- well explained
- high knowledge of the lecturer
- ~~some~~ ~~more~~ constant real examples

- the instruction is always very well prepared
- many examples presented at the lecture e.g. graphs
- good contact with students, content is presented in a very clear way

- The teacher has a very good contact with students.
- The teacher gives many examples from life. • to each topic.
- The organization of the lecture is very good.

- clear explanation
- interesting matters
- very nice atmosphere

- > interaction with students
- > explanation of harder things with examples

- very interesting lecture
- good examples behind theory

- Explanations are very clear
- Examples are very helpful for understanding
- Equations are derived in detail so that we know where they come from

- derivations nicely explained! Very good slideset!
- presents relevant data / empirics
- nice mixture of theoretical models & empirical analysis
- ⇒ don't change anything!! Amazing lecture style!

- clear structure of material
- theory is backed up with data

Perfect mixture of theoretical models and empirical studies

- topic is very interesting and lecturer makes clear why that's the case, i.e. why the topic matters (now more than in past)
- good balance between empirical approach and mathematical models (not just maths for the sake of maths)
- comprehensive presentation of other people's research (as well as lecturer's own research) motivates to take a ~~deep~~ deeper look at the presented papers and other papers
- connection of data (from the 'real world') with models instead of presenting only abstract theory
- design and structure of lecture and slides (slides are actually helpful and not confusing and support the presented content)
- support of interaction with students during the lecture and development of math. results during the lecture
- instructor is able to create some 'A-ha'-moments for me (e.g. when comparing key contributions from the two offshoring models we discussed in class)

- Improving my knowledge
- The lecturer explain from the basic
- The lecturer explain not to fast

- 1) Very well structured
- 2) Content helped me to write my summer paper less to overlap in topics (Ottobrunn)
- 3) A very good examples

very good presentation of the content & structure of the lecture
interesting topic, building up on basic courses without many overlaps

slides → having current info and not from dg. ...
topic → structure

being able to use a more modern way
of presentation (writing on the tablet) than
most other prof.s

- Performance of Mr. Harms (many comprehensible examples, very involved in teaching)
- Structure of the lecture: it is very ~~good~~ easy to follow
- The slides are self explanatory and are very helpful

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

1. Real-life examples can be provided more. Perhaps from the news and recent incidents.
 2. Course load could be a little less
 3. Lecture room lacks technological compatibility, lecture rooms needs renovation and more electric sockets!
- The tie some times is too wild, but it gives character 😊

- the lecture ~~start~~ starts very early in the morning

• The lecture is very early in the morning.

→ the structure of tutorials

- expression: "Redneck"
- Tutorial did not fully fit to the content of the lecture

nothing!

- lecture itself very good, but students could engage more in discussions

- class takes place very early in the morning
(not the instructor's fault, obviously)

-The schedule should not in the morning (08.30),
might be could be good at 10.00 am.

- Too many papers need to be read

8:10 is not a good time for a lecture

nice tie, but not fitting the suit
[in the absence of having anything better to say]

- Sometimes Mr. Harms asks questions that are too obvious
- He is still dealing with models that work under assumptions which are really not applicable to reality (e.g. no unemployment, no trade costs).
I would prefer a more critical discussion about the weaknesses of traditional models

- Too many papers to prepare for tutorials