



Econometrics and programming NA0179, 10180.1920

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Enok Owusu Sekyere

Evaluation report

Evaluation period: 2019-10-24 - 2019-11-14

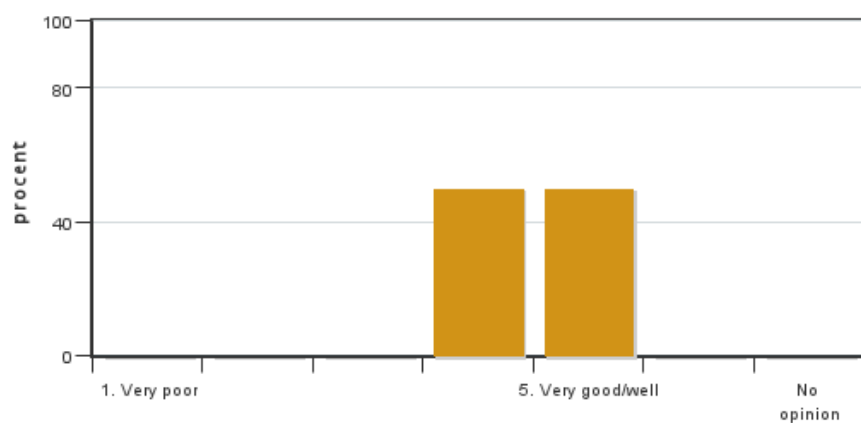
Answers 4

Number of students 13

Answer frequency 30 %

Mandatory standard questions

1. My overall impression of the course is:

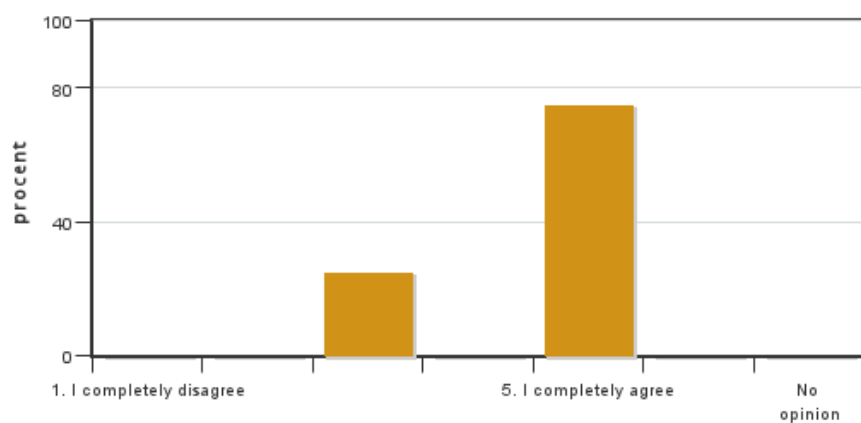


Answers: 4
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 2

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

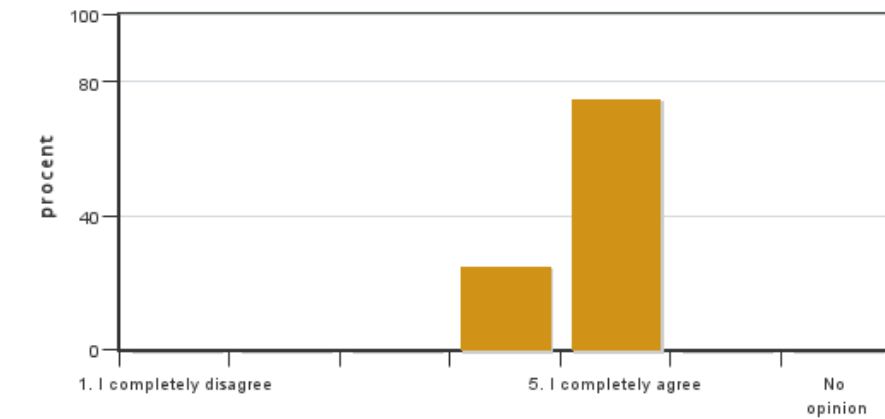


Answers: 4
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 3

No opinion: 0

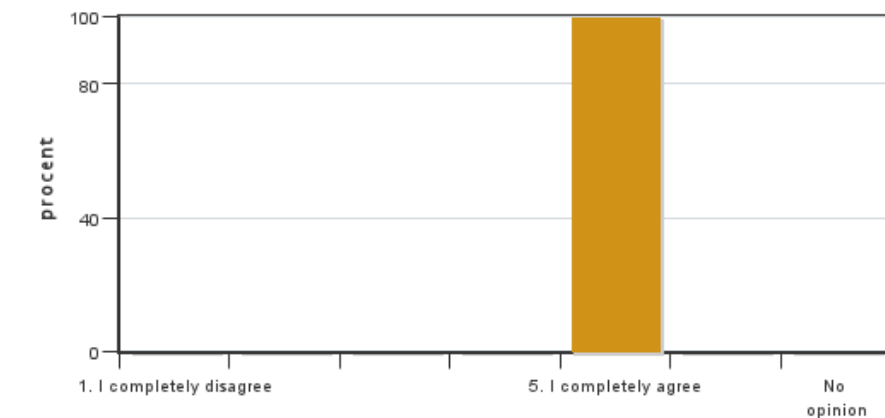
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 4
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 3
No opinion: 0

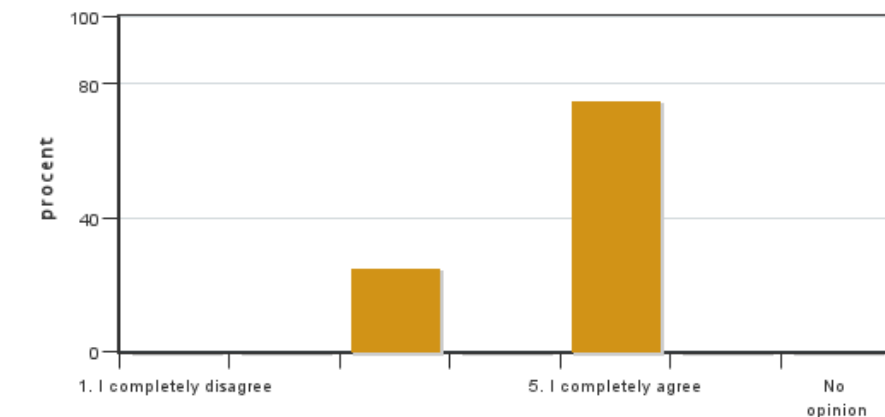
4. The information about the course was easily accessible.



Answers: 4
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 4
No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 4
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 3
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



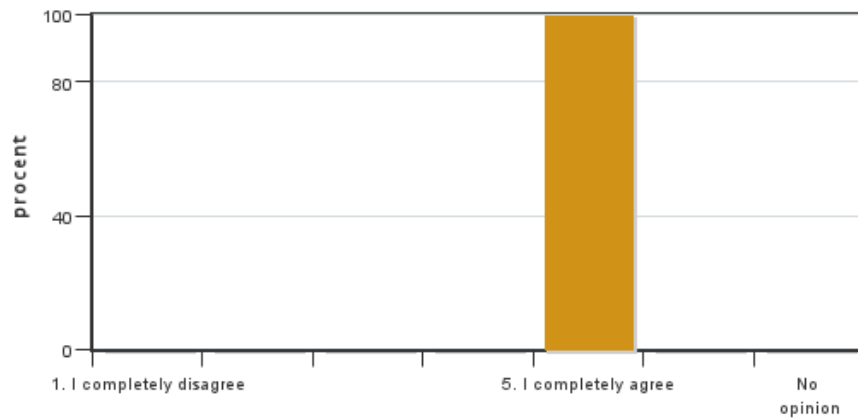
Answers: 4
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 4



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 4

Medel: 5,0

Median: 5

1: 0

2: 0

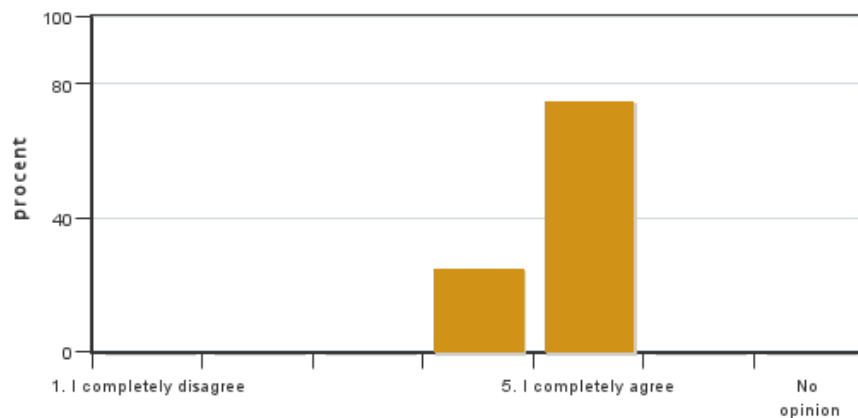
3: 0

4: 0

5: 4

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

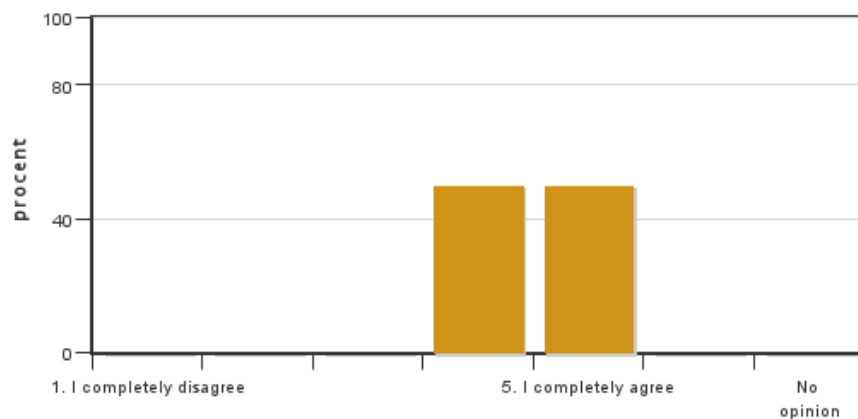
3: 0

4: 1

5: 3

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 4

Medel: 4,5

Median: 4

1: 0

2: 0

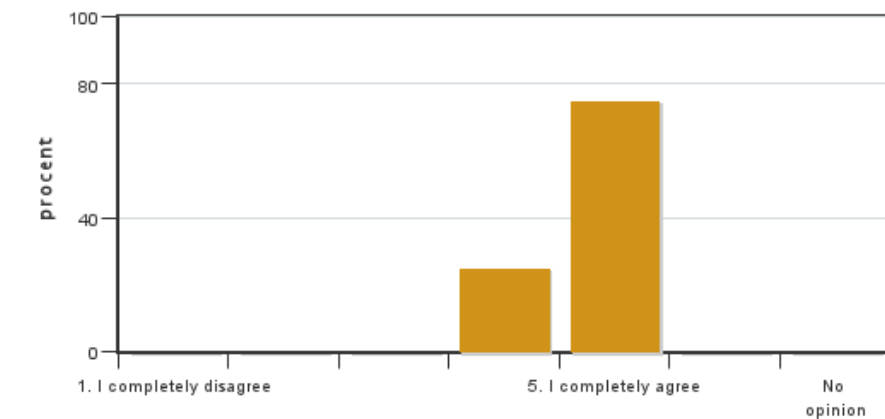
3: 0

4: 2

5: 2

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

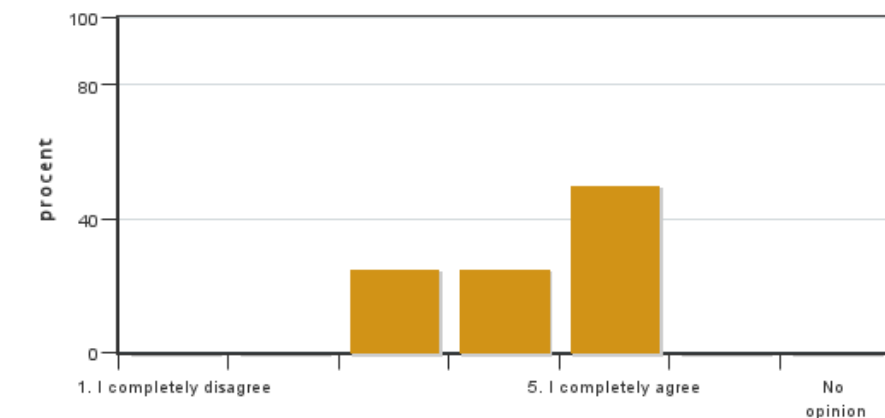


Answers: 4
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 3

No opinion: 0

11. The course covered international perspectives.

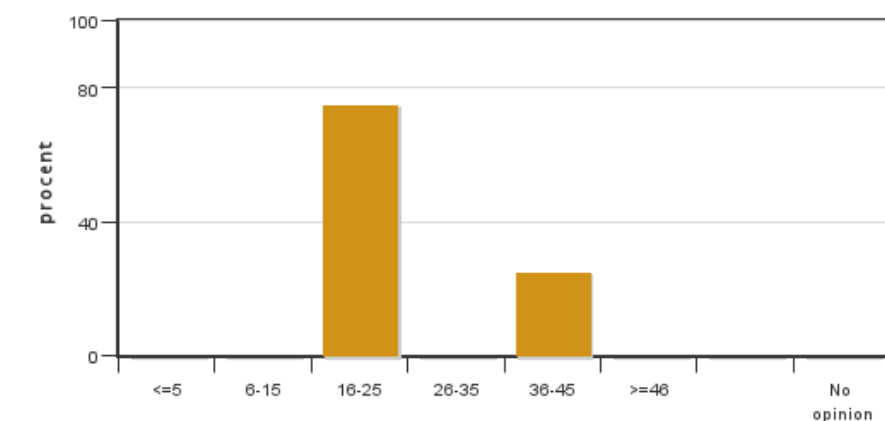


Answers: 4
Medel: 4,3
Median: 4

1: 0
2: 0
3: 1
4: 1
5: 2

No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 4
Medel: 25,0
Median: 16-25

≤5: 0
6-15: 0
16-25: 3
26-35: 0
36-45: 1
≥46: 0

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

The overall experience of the course was good. Most of the content had clear links to the objectives, although at some points both the teaching assistant and the course leader spent some time of the course explaining things that they explicitly said were not a part of this course but could be good to know for the future.

Most students felt that they had enough prior knowledge and that the information concerning the course was clear and understandable.

There were different opinions concerning the components of learning. For a majority of the participants this was the first course in english, and also with accents from teachers that took a little time to get used to and fully understand. But that seemed to get easier quite fast as lectures went on. There was also some confusion about the mandatory participation in all lectures, and maybe for next time it would be better to not make all the lectures mandatory, but to choose some and be consistent with checking the attendance on those. Also, the information in the beginning of the course concerning STATA was confusing. Whether we should get it ourselves or not, because it turned out not to be used so much even after we got access to computerrooms.

There were no complaints about the physical learning environment, and the social learning environment was experienced as inclusive, respecting differences of opinion. The overall feeling was that the teacher really wanted the class to learn and be prepared for future use of econometrics, rather than just passing through the course, which was a real boost of the atmosphere.

The examinations provided opportunity to demonstrate what had been taught during the course, although more questions for practise before the exam would have been desired.

The course covered the sustainable development aspect, international perspectives, gender and equality aspects in every way expected for an econometrics course.

Most students found the STATA software useful both for learning econometrics and using for projects, and would be recommended to following courses.