SLU

Econometrics and programming
NA0179, 10250.2122

 15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Enok Owusu Sekyere

Evaluation report

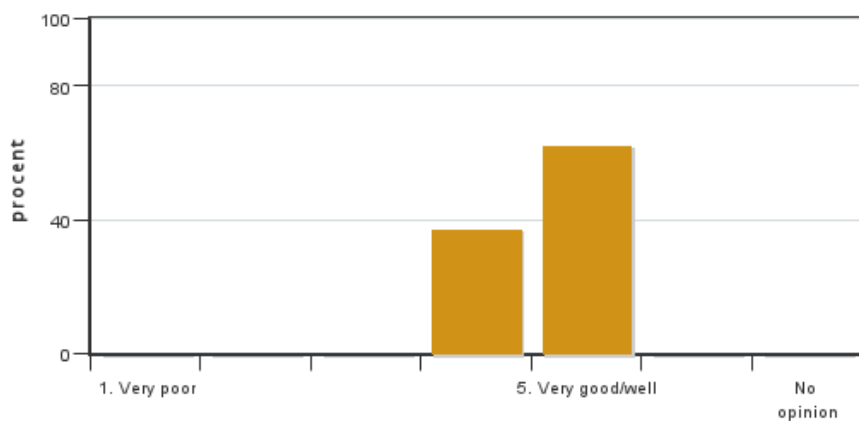**Evaluation period: 2021-10-28 - 2021-11-18**

 Answers   8
 Number of students 12
 Answer frequency   66 %

Mandatory standard questions

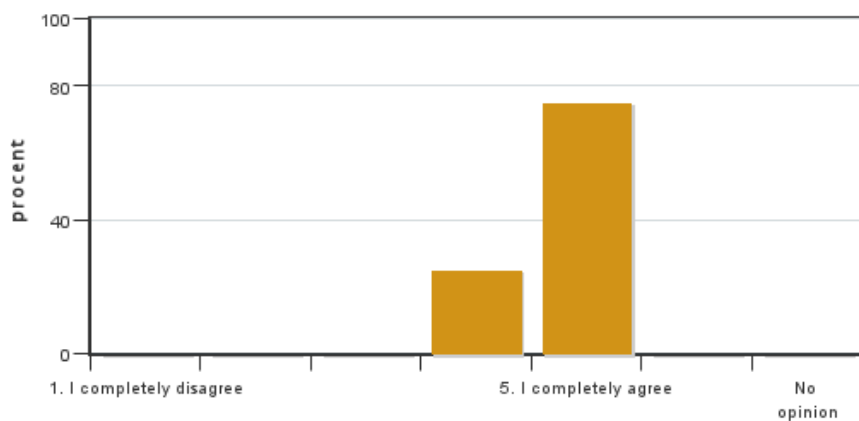1. **My overall impression of the course is:**

Answers: 8
Medel: 4,6
Median: 5

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

No opinion: 0

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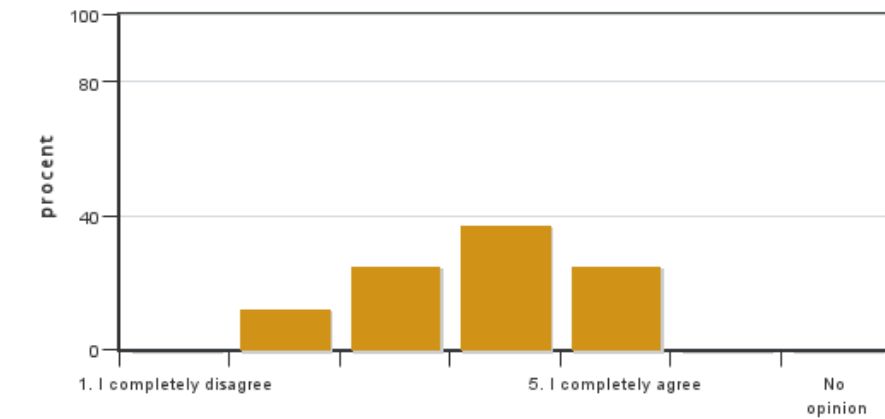

Answers: 8
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 6

No opinion: 0

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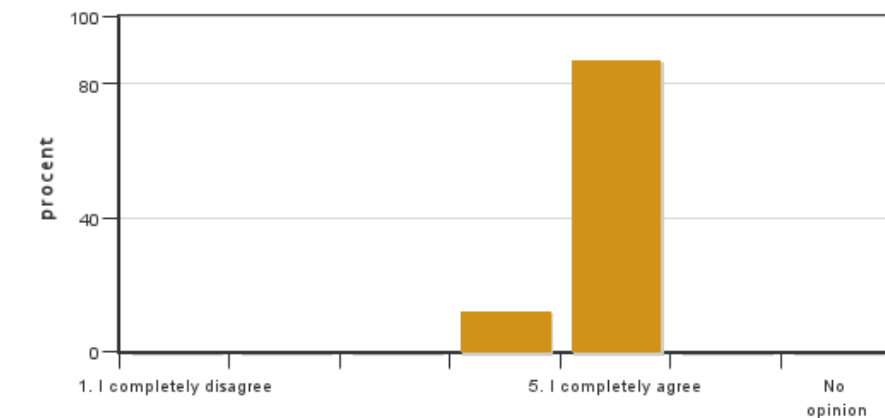

Answers: 8
Medel: 3,8
Median: 4

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

No opinion: 0

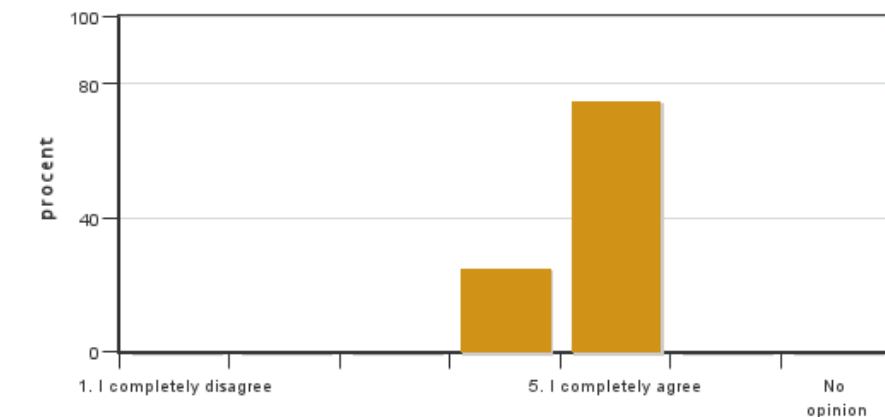## 4. The information about the course was easily accessible.

Answers: 8
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 7

No opinion: 0

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

Answers: 8
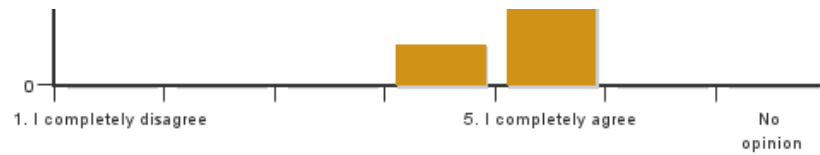Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 6

No opinion: 0

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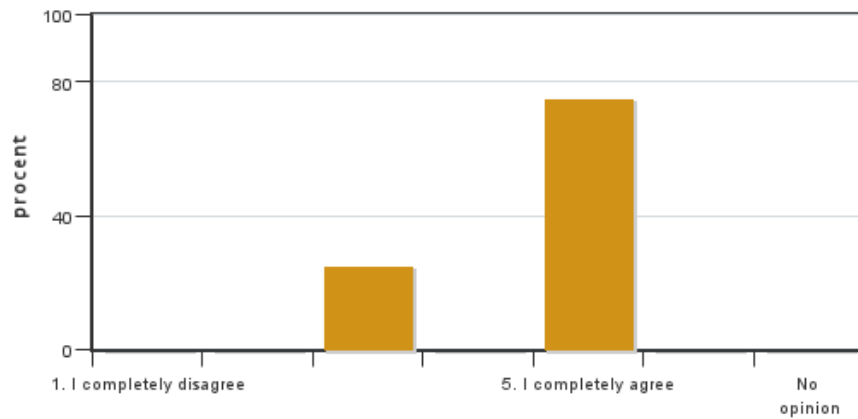

Answers: 8
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 7

No opinion: 0

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

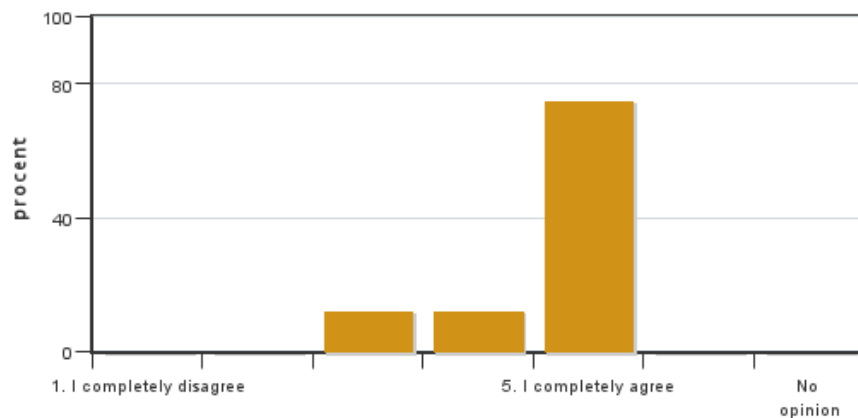Answers: 8
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 0
5: 6

No opinion: 0

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

Answers: 8
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 6

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
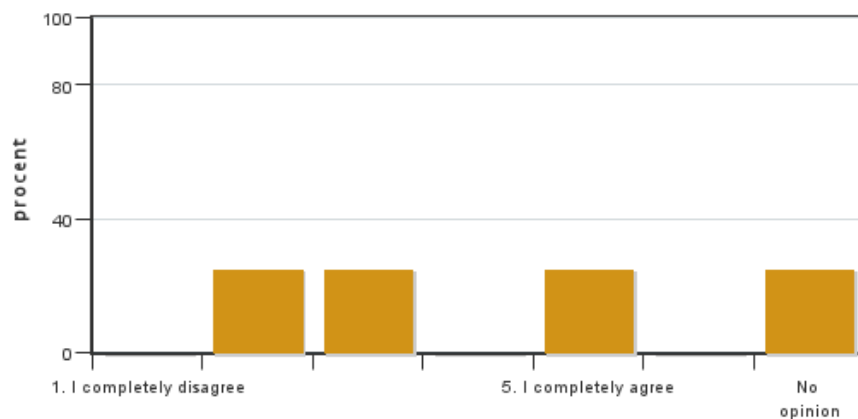
Answers: 8
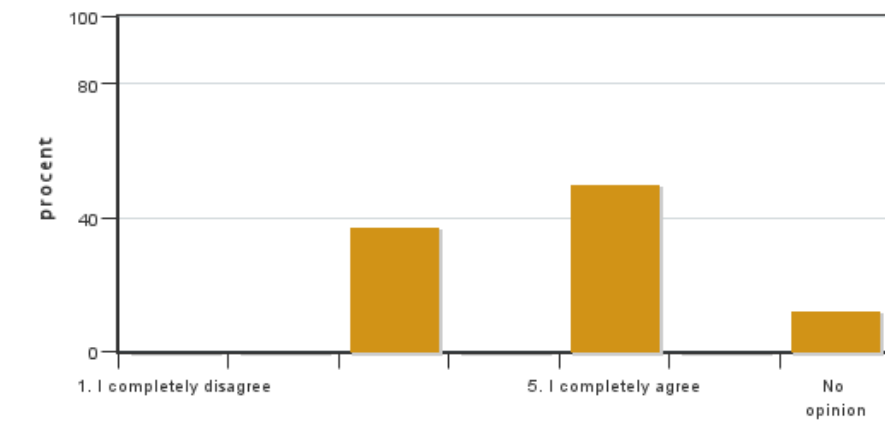Medel: 3,3
Median: 3

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

No opinion: 2

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: 8
Medel: 4,1
Median: 5

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

11. The course covered international perspectives.
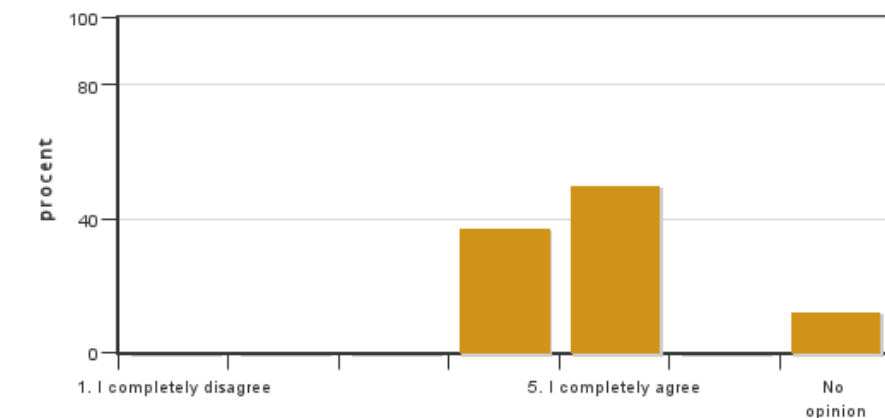
Answers: 8
Medel: 4,6
Median: 5

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

12. On average, I have spent … hours/week on the course (including timetabled hours).
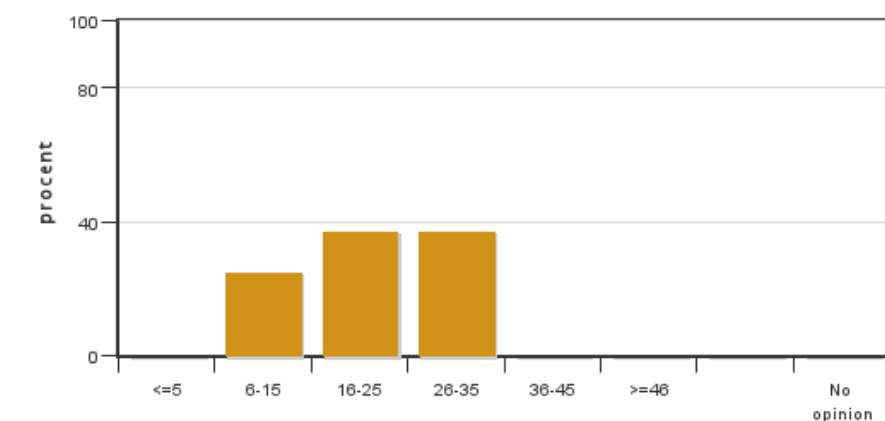
Answers: 8
Medel: 21,3
Median: 16-25

≤5: 0
6-15: 2
16-25: 3
26-35: 3
36-45: 0
≥46: 0
No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?

Answers: 8
Medel: 4,3
Median: 4

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

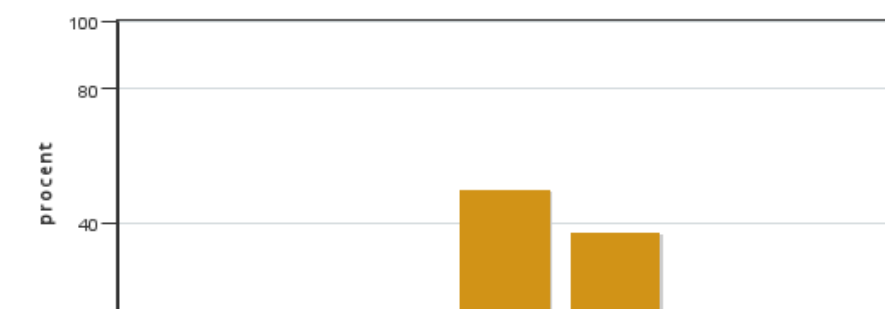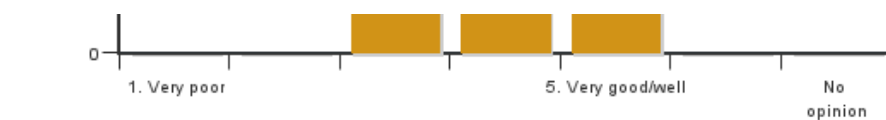0   1. Very poor   5. Very good/well   No opinion

14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

"All the interesting comments and suggestions made by the students who participated in the survey have been noted. These relevant information will be used to improve the course in the future".

Student representatives comments

After reading the course evaluation, and thorough discussion with the class, it is easy to state that this course has been greatly appreciated among the students taking it. The overall score was 4,6, which is very high. This high score seems attributed to a well organized course with a clear structure both on Canvas and in the lectures. Many also thank the teacher Enoch for being very responsive and genuinely interested in his students, which made classes more interactive both between the group and the teacher but also among the students themselves.

Having the course both on and on zoom seemed to have worked for most students, even though many report having troubles focusing when on zoom and being happy being back on campus.

The lowest scores come from the question about sustainable development and its inclusion in the course. Many students disregards the interest of this however since this is more of a theoretical course in maths and statistics. Thus, many do not see how it could be linked to sustainable development in a reasonable and practical way. Another "low scoring" (still over 3 points) question is the one about the students previous knowledge being enough. Students in this course come from all kinds of different backgrounds and only 30 credits in economics is required to take it. Most of the programme students from SLU have 15 credits of statistics before starting this course, but this is not the case for international or free standing students. Thus, some more "basic" exercises is asked for by a few students, to be able to catch up with those having done more statistics previously.

The group project and working in STATA seems to be greatly appreciated by students and many feel like this is something that they wouldn't mind working with in the future. Appreciation is shown to groups being randomized. However, there seem to be a certain number of groups having had problems with freeloaders, which is not optimal and something to discuss in future classes.

For future courses, some students ask for reading notes to the book, reading more scientific articles, and a slightly more well-structured linear programming part. However, questions regarding these matters all have a very high average score, so none of these should be read as critique, but simply instances where students wanted to learn even more.

Finally, the class would thank all the teachers for this course! It has been greatly appreciated and we recognise that all of the teachers really have gone out of their way to make it a fun and accessible course for all students.