Production economics
FÖ0476, 20170.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Pia Nilsson

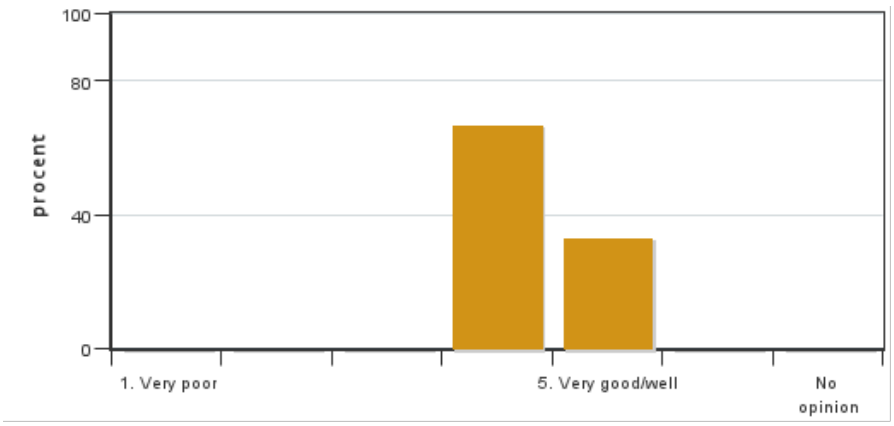
Evaluation report

Evaluation period: 2024-01-07 - 2024-01-28

Answers	6
Number of students	8
Answer frequency	75 %

Mandatory standard questions

1. My overall impression of the course is:

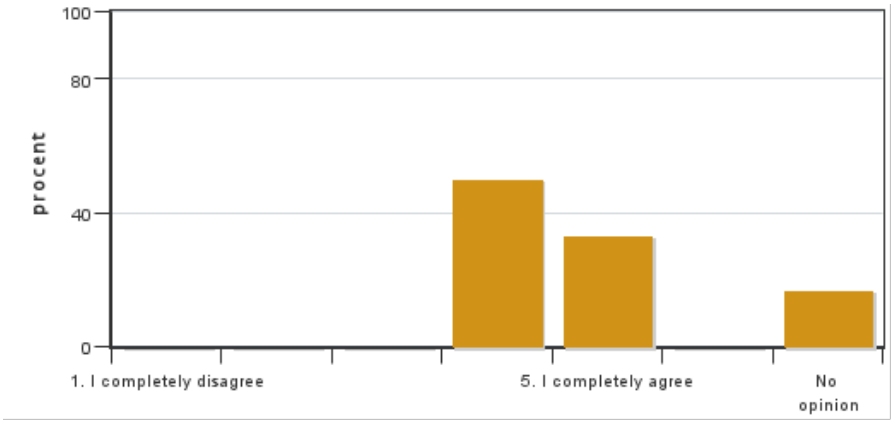


Answers: 6
Medel: 4,3
Median: 4

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

No opinion: 0

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

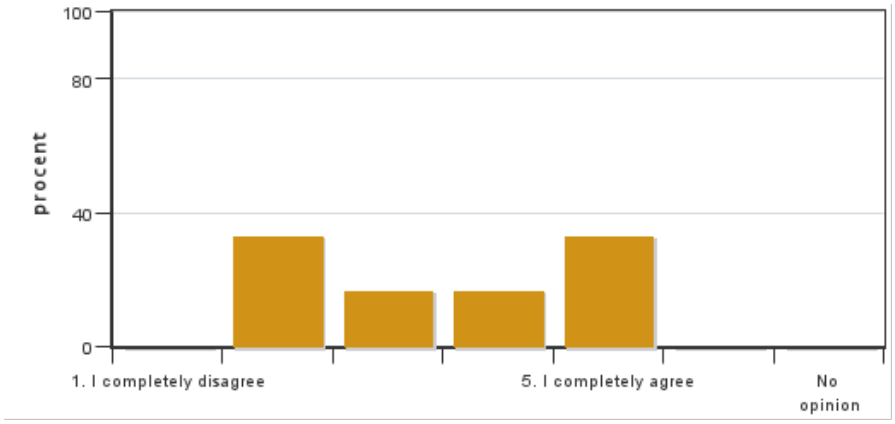


Answers: 6
Medel: 4,4
Median: 4

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

No opinion: 1

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

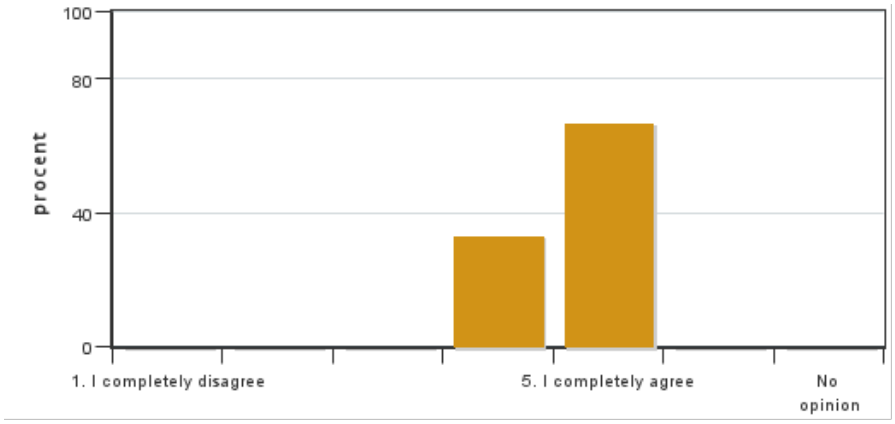


Answers: 6
Medel: 3,5
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

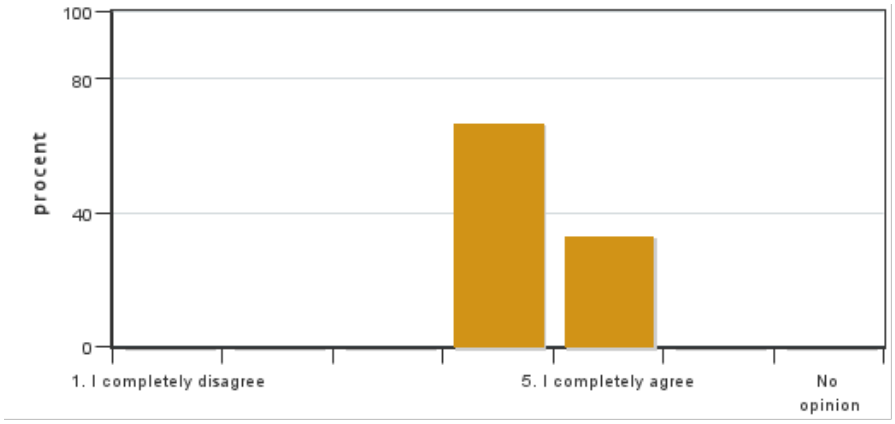


Answers: 6
Medel: 4,7
Median: 5

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

No opinion: 0

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

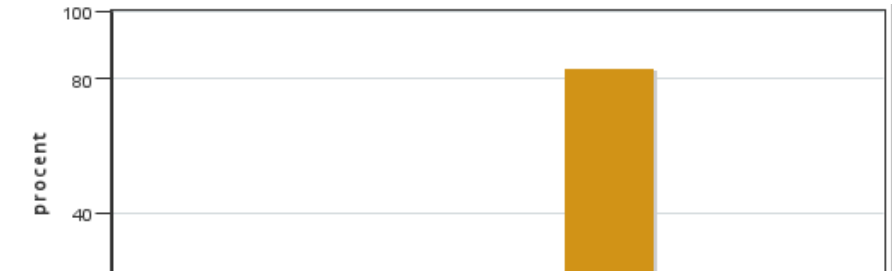


Answers: 6
Medel: 4,3
Median: 4

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

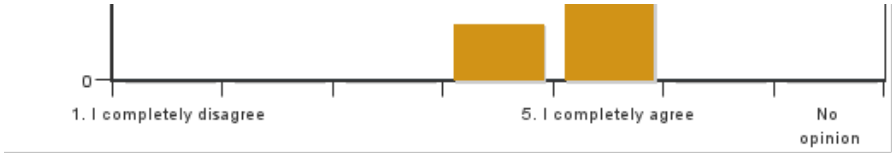
No opinion: 0

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



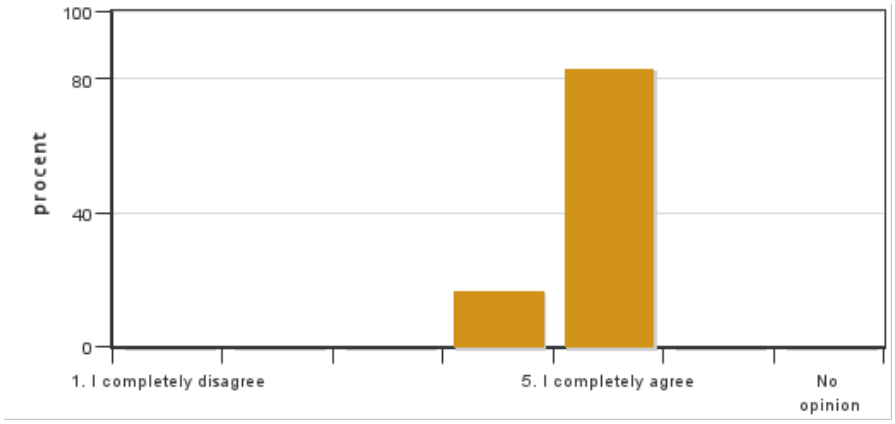
Answers: 6
Medel: 4,8
Median: 5

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



No opinion: 0

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

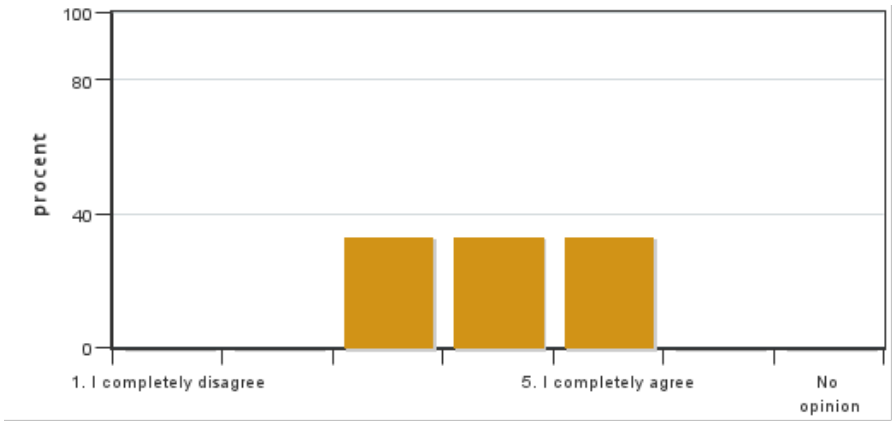


Answers: 6
Medel: 4,8
Median: 5

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

No opinion: 0

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

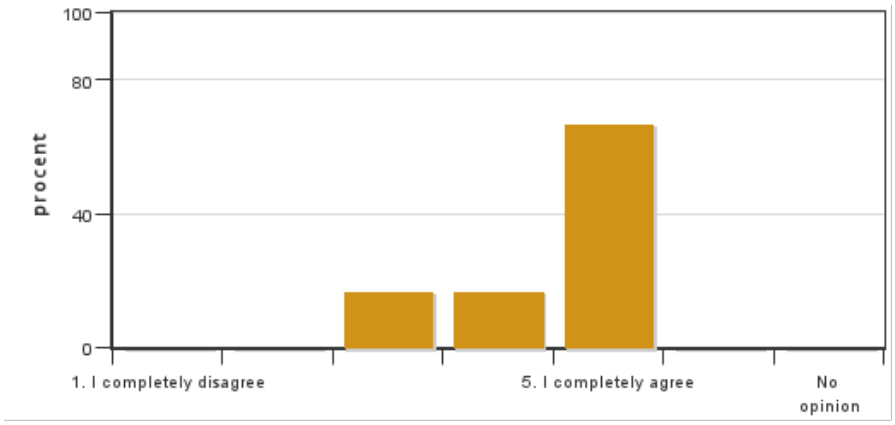


Answers: 6
Medel: 4,0
Median: 4

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

No opinion: 0

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

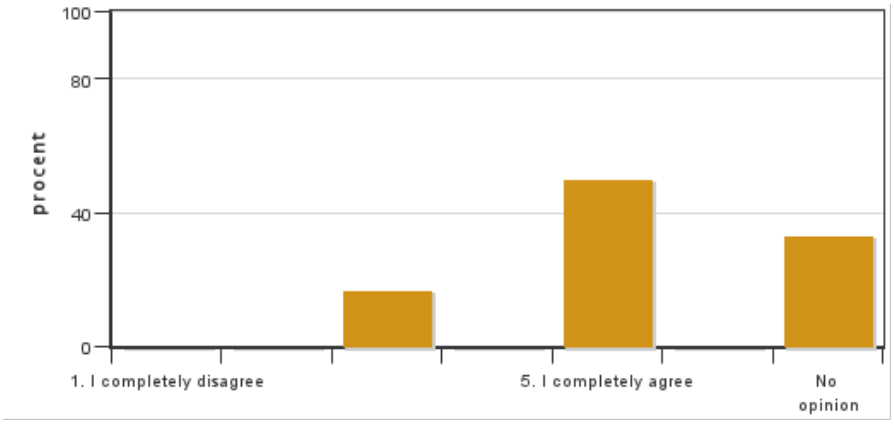


Answers: 6
Medel: 4,5
Median: 5

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

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).

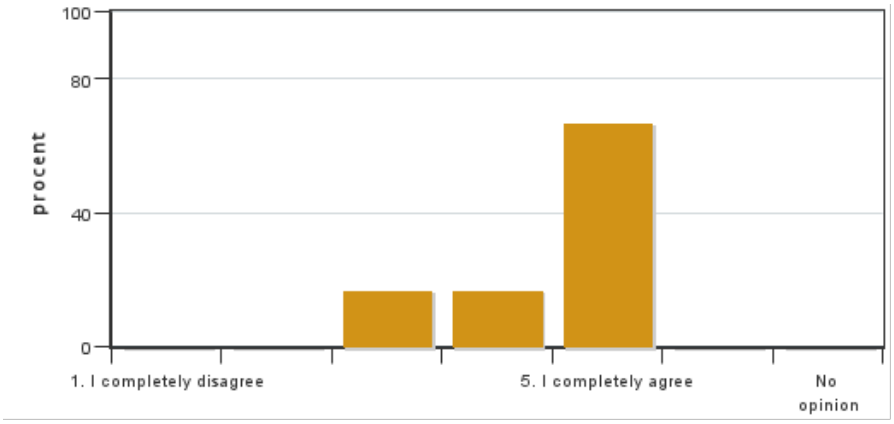


Answers: 6
Medel: 4,5
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

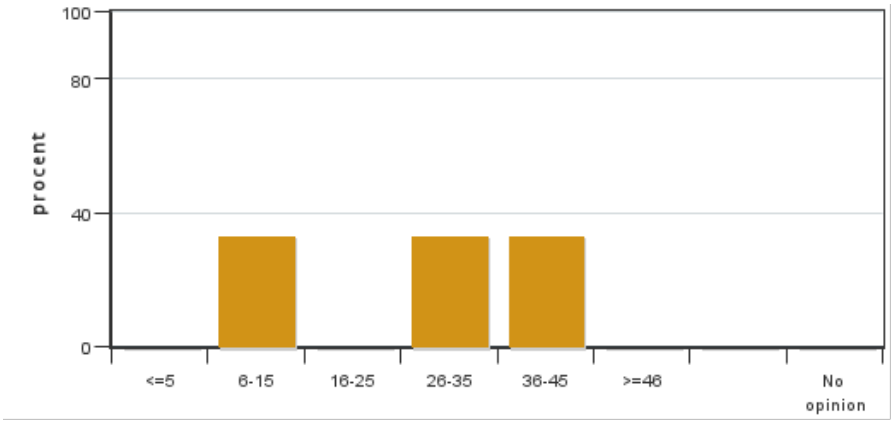


Answers: 6
Medel: 4,5
Median: 5

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

No opinion: 0

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



Answers: 6
Medel: 26,7
Median: 26-35

≤5: 0
6-15: 2
16-25: 0
26-35: 2
36-45: 2
≥46: 0

No opinion: 0

Additional own questions

13. How did you perceive the level of difficulty regarding the first 5 lectures. Did they provide tools in microeconomic theory that where new to you or did you find them mainly repetitive?

13. How did you perceive the main course book by Debertin? Did it support your learning or was it mainly repetitive of microeconomic theory that you have read in previous courses?

13. Did the assignment provide you new data analysis tools? And do you think these tools will be useful for you in your continued studies, for example in writing the thesis?

Course leaders comments

Thanks to all students who answered the course evaluation. Suggestions for improvement will be considered when revising the course for the next year, especially the weight of the assignment in relation to the exam.

Pia Nilsson

Student representatives comments

The course "Production Economics - FÖ0476" received generally positive feedback from the attendees. Students appreciated the clear linkage between the course content and the learning objectives. Accessibility to information was noted as easy, and various course components effectively supported learning, with satisfactory social and physical learning environments. The course adequately covered international perspectives, sustainable development, and gender equality aspects.

However, opinions were divided on whether prior knowledge sufficed for the course and if examinations provided adequate opportunities for demonstrating learning.

The examination comprised two parts: an assignment utilizing econometrics and STATA18, worth 5 credits, and a written examination worth 10 credits. Students argued that the assignment was more extensive than the exam and suggested a more even distribution of credits between them. They believed the assignment introduced new data analysis tools beneficial for continued studies, including thesis writing. They appreciated its practicality in analyzing real data and suggested aligning lecture timing and assignment deadlines to optimize learning.

Students spoke positively about Debertin's book, finding it supportive and simplifying complex concepts in Microeconomic Theory, making it easy to understand and follow.

Some students found most course concepts entirely new and challenging, while others appreciated the repetition, indicating potential differences between NEK and FEK students.