



Macro-Economie voor EOR (35B101)

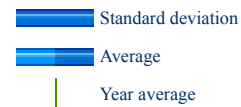
Hello D. Schindler

Choose course:

Choose year:

Choose term:

Legend



Course Evaluation

Question	N	Avg	St.dev	Year					
				Avg	<20%	20-40%	40-60%	60-80%	>80%
How often were you present at the lectures of this course?	59	4.14	1.20	4.46					

Question	N	Avg	St.dev	Year					
				Avg	1	2	3	4	5
The content of the course is inspiring	62	3.13	0.90	3.83					
The expectations placed on students enrolled in the course are clear	62	3.73	0.93	3.84					
The course is clearly linked to research	62	3.13	0.98	3.91					
It is clear why this course is part of the program	62	4.02	0.93	4.23					
The assignments strengthen the understanding of the theory	62	3.95	0.97	4.03					
Generally, I am satisfied about this course	62	3.32	0.92	3.86					

Remarks

Strengths of the course:

- [Problem Sets](#)
- [When you have a question, you can just go to D.Schindler or mail him and he will answer fast, which is nice. You can see that he tries his best, but... \(See what could be improved\)](#)
- [Problem sets](#)
- [Het is duidelijk dat het een relevant stuk economie is, en dat het gegeven wordt.](#)
- [I really don't understand the course, it is sometimes hard although I work really hard.](#)
- [Insights in the economics, and it is easy to follow, if you work for it ofcourse, even if you didnt follow any economics in high school.](#)
- [It's clear what we should know.](#)
- [Applied to real life, which makes it interesting.](#)
- [The problemsets really get you into the content. The professor is really doing his best to get us all understanding the lectures.](#)
- [Very readable textbooks, lectures are interactive to the extent that students allow it to be \(which unfortunately is usually very low\). The course is well paced and yields a good understanding in a short amount of time.](#)
- [Interactive, exercises on level, problems sets on right level.](#)

- [It gives a very good basis of what macroeconomics exist of.](#)
- [Presentations are really well made.](#)
- [Good explanation and the exercises are nice.](#)
- [It is a good transition with high school.](#)
- [The problem sets are useful, because you really use the information you've heard earlier](#)
- [Compared to last year, we get the solutions](#)
- [The problem sets are very handy. If you make the problem sets good, you already learned good for the exam.](#)
- [Nice understanding of the economy, it makes sense that this is part of the study program](#)

What could be improved in the course?:

- [Confidence of the lecturer](#)
- [It is clear that D. Schindler is new. During every lecture there are more than one things that go wrong. Because of this I get the feeling that the lecturer doesn't completely understand what he is teaching. \(I believe he must understand it, but he has to give us that impression too\) Also there where 3 mistakes in a midterm consisting of 15 questions. I don't know who checks these tests, but it is something that can be improved.](#)
- [Er is te weinig oefenmateriaal, je kan je niet goed voorbereiden op de tentamens. De hoorcolleges zijn vaak te langdradig en het is daardoor niet goed te volgen. De docent maakt regelmatig fouten in zijn eigen uitwerkingen.](#)
- [A workcollege maybe](#)
- [some more attention to the not regular rules in colleges \(instead of only in exercises you have to make\)](#)
- [Less mistakes in the midterms](#)
- [A lot of mistakes were made during lectures and also in the midterm exam. They were solved in a good way but they were frustrating for sure.](#)
- [Less assignments in the lecture and take more time to explain the assignments that are in the lecture.](#)
- [The lecturer is always in a hurry it seems.](#)
- [There are a lot of questions which have errors in it. It is quite confusing. It may be usefull for the professor to prepare the questions on the slides better, now it is sometimes like you just read the answers of the answer sheet.](#)
- [Math is a essential for this course and for the program overall. The assignments, however, focuss to much on 'mathy' tricks rather than real economic understanding. I feel like there could be more of a balance in that. \(This relates to the problem sets, not the midterm\)](#)
- [Less text on slides to encourage more speaking from lecturer and encourage listening from students.](#)
- [Nothing.](#)
- [More discussion type questions.](#)
- [A little bit more excitement from the teacher he talks a little boring.](#)
- [I would prefer open questions instead of multiplechoice](#)
- [Let people write more in the lectures instead of only a powerpoint. Please do both powerpoint and writing.](#)
- [Less examples, more theory.](#)
- [A clear explanation of the exercises and more elaboration during the lectures. Not just repeat what's on the slides](#)
- [Don't put everything of the book exactly in the PowerPoint, so that being in class actually adds some value. Make old exams available, so we know what to expect in the exam.](#)
- [Hetgeen ik erg teleurstellend vind, is dat er op de open dag werd aangegeven dat het eerste jaar volledig in het nederlands zou zijn en nu blijkt dat dit vak alleen in het engels aangeboden wordt...](#)
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- [I am not a big fan of E-Voting, that is why i don't participate a lot of courses. In my opinion i think that without E-Voting and just spending more time on explaining the chapters would be more helpful.](#)
- [Very often it is boring, and unclear what the teacher is trying to explain. Maybe some more preparation for the questions which are asked during a college.](#)
- [The lectures and the way of interaction. There is not too much time taken to explain certain things but the teacher immediately goes to exercises, but it's not possible to make do those exercises if you don't know the theory yet, so after a while u stop paying attention and you feel it's useless to come to classes, since you can do the same thing at home. At home you can spend more time on certain subjects and spend less on other ones, which was a better way of learning for me in this course than coming to class.](#)

Lectures

D. Schindler (549153)

