TILBURG ◆ UNIVERSITY

Macro-Economie voor EOR (35B101)

Hello D. Schindler

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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?	100	4.61	0.82	4.64	1%	2%	9%	11%	77%

Question	N	Avg	St.dev	Year Avg	1	2	3	4	5
The content of the course is inspiring	103	3.43	0.91	3.94	3%	13%	31%	46%	8%
The expectations placed on students enrolled in the course are clear	104	4.11	0.79	3.98	1%	2%	14%	51%	32%
The course is clearly linked to research	103	3.49	1.01	4.04	4%	12%	31%	39%	15%
It is clear why this course is part of the program	104	4.12	0.90	4.34	2%	4%	12%	46%	37%
The assignments strengthen the understanding of the theory	104	4.11	0.85	4.04	2%	1%	16%	46%	35%
Generally, I am satisfied about this course	103	3.73	0.85	3.93	1%	8%	24%	51%	16%

Remarks

Strengths of the course:

- It's interesting, it's well explained.
- Great preparatoir of the professor
- The problem sets really help you with studying and understanding the course material.
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- It helps you to understand the basics of the economy. Gives an overall view of economics.
- very organized
- The problem sets that we have to submit help you understand the material better.
- The dias are very useful.
- The problem sets are great for understanding the materials better
- clear models and excercises during the lectures
- I really enjoy using the presenters wall to make the class more interactive
- The book

- Clear
- All of the content of this course is very clear! In this course you get a good idea about macroeconomics even though it isn't too deep yet!
- The exercises during the lectures. They really push you to learn the theory.
- Everything about macro economy is included.
- Clear slides that cover all the information
- A lot of examples and exercises
- Exercises help you to think and come to the idea yourselves, so there is a lot of practice which is good
- interactive, quality of the slides
- The lecturer was bery passionate about the course which gave the lectures a nice atmosphere to study in.
- Assignments which are similar to the questions on the exam
- Available online clear powerpoints
- Interesting subject matter, great integration of exact and inexact sciences. The exercises during the lecture make it interesting and interactive and are a good prepariation for the exams.
- A lot of exercices in the presentation to help you understand.
- Good teacher who can talk English very good, all things told in class are very clear
- the questions during the presentation
- very detailed power points, Good distribution of the parts for your final grade
- The assignments are really useful, since they mimic the test format and difficulty.
- Excercises during the lecture
- -
- A new subject that covers a lot of theory with interesting examples and a great book.
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- Fairly good, but the lectures aren't perfect
- Macro is fun
- Very clear
- They are very clear.
- good explanations and clear exercises + cute baby
- Exercises during the lectures, they are extremely helpful to understand the matter of the course. Furthermore, the problem sets are very good homework exercises.
- Exercises are a good evaluation of your knowledge of the material.
- Theory is clearly presented and the exercises provided good examples of how the theory works
- Good explanation and I really like the fact that we do exercise during the lecture.
- It is easy to follow, because of the clear slides
- I like that unlike the other cources, this cource has time during the lecture to make some excersises for myself
- clear assignments, lots of research in the book
- Focused on EOR.
- Theory is very clear.
- The slides are very clear. The questions are also a nice way to interact with the students.
- Interesting subjects.
- The strengths of this course are the exercices that we do after the theory.
- The material is very clearly explained. By the presentation and the lecturer.
- In depth, technical, mathmatical, broad
- exercises are great and useful
- many exercises.
- It's clear what to expect. Blackboard offers all resources to follow this course at home and not participating in the lectures at all.
- It gives room for practicing

- I think its very good that it follows the book accurately, it allows the students to complement the notes taken in class with the book(and slides)
- Specific subjects are being explained deeply. Afterwards you really know Aboutaleb the content of a model.
- The strength is the way we learn economics in the theoretical way. It is clear how the macroeconomics work in a basic way after finishing this course. Problems sets were interesting to make, because we had to research and think further, to find the right answers.
- Examples of recent economic events.
- The combination of lectures, theoretical exams and problem sets. Also the assignments during the lectures are very useful and offer variety during class.
- The problem sets we have to hand in each week and the available exercises are very helpful.
- Short but definitely clear information on the powerpoints
- the powerpoint and other materials on blackboard
- Interactive course
- non
- Easy to follow

What could be improved in the course?:

- A bit more enthusiasm in the presentation.
- The lessons are just a repetition of the book.
- Beter boek and bit leds waiting
- There is a large gap between students who have had economics before and those who have not. I feel there is room for improvement there, maybe an extra tutorial for those who know less of economics.
- Maybe the course is too broad. There's a lot of 'speculating' involved with macroeconomics, and sometimes it's a little vague. You sometimes don't know what the purpose of macroeconomics is, especially as a first year student.
- David can be more accurate in his explanations. He makes mistakes often.
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- I aojkd
- Going faster through the exercises
- More exercises
- We don't get a lot of time to answer those questions.
- The lessons are just straight from te book. That can be improved.
- Maybe have more exercises you can practice before a test
- Maybe less exercises and more time for explaining the content more slowly
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- It sometimes was a bit noisy during the exercises which made it for me harder to concentrate on them.
- If possible update the slides so no mistakes are present
- Do not read the exercises, I do not follow your readings and have to wait till you are ready.
- More explanation provided by slides
- The home assignments are sometime hard to understand what exactly is meant by the questions. Also the lectures are usually mainly reading off the powerpoint, which is exactly what is written in the book. For me the only reason to go to lectures is the exercises.
- Maybe a bit less exercices because they do take in a lot of time.
- Split lectures and tutorials. The combination makes it hard to work on the excersises on your own speed. And makes it noise in the lectureroom
- Spend less time on the exercises
- More exercizes to practice at home
- more feedback on the mistakes you made in the exercises and the points distribution in these excercises.
- Give 1 main assignment for the course in stead of every week a small one and give for example 1 ECTS for the assignment in stead of the 20/100 counting

- It would be more convenient if instead of two lectures that are a combination of theory and exercises, there would be one theory lecture and one tutorial lecture.

- More practice exams

- Less exercises in the lectures. The student's concentration goes down after a few exercises.

- Wish there was more assistance with the problem sets and more examples on how the theory gets applied in the real world (make clear distinction between classical model and real life examples as I confused these on many occasions)

- Less exercises during the lessons.

- The lectures aren't worthwhile visiting, since everything can be found online (the slides, the answers of the exercises), so it would be nice if there would be an advantage of visiting the lectures. Maybe this way not half of the students would skip the lectures.

- Some boring topics

- No problem sets, olny midterm and exam

- The lectures don't add much to the PowerPoint.

- more baby pictures. Also, more practise exams would be nice.

- During the exercises it is expected of the students that they know everything by heart from previous slides, maybe repeat pieces next to the question of the material necessary to answer the question

- Give a clearer correction of the problem sets and maybe include more explanations on why this is the answer and not otherwise.

- The course would be even better if the lecturer would discuss the problem sets afterwards in class. Furthermore, it would be handy if there woukd be more practice material for midterms or exams.

- The teacher makes mistakes during the lecture. Because of this he doesn't seem to know all the material himself, which isn't very satisfiyng for the exam.

- Make it more clean what the best wat of learning the cource is

- i would like more explanation to the PowerPoints in the lectures

- Get insight into the problem sets, so you know what you have done wrong.

- Less exercises. If you didn't study the chapter before class, it's easy to get distracted. Also, if someone in front of the class asks a question. Please repeat it. We can't hear the question in the back.

- Maybe, there could be a bit more information on the slides with the questions.

- Maybe the exercises on the problem set should be more like the exercises on the slides/test.

- Sometimes the teacher speaks too quickly so I don't understand the words. Also sometimes the students are too loud and speak during the course.

- More practise tests for the exam and midterm.

- It would be useful to have a summary at the last lecture where the most difficult and tricky parts are repeated.

- I expect more information about ralistic world connected to the Macro, some new policies or new events instead of something happened long time ago.I will understand better during news.I think that's the main reason we take the lecture.

- (At least in my case) If you have prepared for this course, you can understand it very well, if you haven't prepared well, It is difficult to make the questions in the time given, hence I usually do this course at home.

- The answer pdf for the exercise should explain why the other choice is not the answer. Because some of them did not explain why. And maybe the class could be more conducive, seeing that sometimes a lot of the student talk loudly so some could not hear what the lecturer is saying

- This doesn't have much to do with the content of the course itself but maybe not using the autofocus on the camera would be convenient as it tends to zoom out pretty often

- Specifie what of the models is still oversimplified and note what will change in later courses.

- I missed the reasons why the theorics are important in the later workforce. Maybe it is better to tell some anekdotes and some other things which are not in the book, instead of only giving the theory. An other improvement is to give feedback on the problem set of every group. Otherwise we couldn't know exactly why something is wrong or right and why we got that mark.

- a clear understanding how the problem sets are being corrected and how the grades will be calculated would be helpful. Also, after writing an explanation (not on the whiteboard, but on paper printed towards screen) the lecturer should keep the paper printed at screen and continue the lecture so students still can make notes. This does not apply of course if there is no projector for dual screen.

- Problem sets were way to difficult if you were alone in a group.

- Sometimes we practiced a lot of assignments after one another during class which could make me lose focus for a little while.

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- a clear connection to the study or other courses

- But maybe too many exercises and too little information
- remove it from study and stop with multiple choise exams
- Spend less time on exercises

Lecturer Evaluation

Lectures   **D. Schindler (549153)**

Question	N	Avg	St.dev	Year Avg	1	2	3	4	5
The lecturer;s explanations are clear	103	3.75	0.85	4.05	1%	7%	25%	50%	17%
The lecturer encourages students to think about the subject matter	103	3.90	0.86	4.06	-	5%	27%	41%	27%
The lecturer gets the students involved in the lecture	103	4.15	0.81	3.95	-	4%	15%	45%	37%
The lecturer is open to questions	103	4.49	0.64	4.47	-	1%	5%	39%	55%
The lecturer has an adequate command of English	103	4.66	0.55	4.25	-	1%	1%	29%	69%
Generally, I am satisfied about this lecturer	103	3.89	0.79	4.08	-	7%	17%	57%	19%

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