

## Macro-Economie voor EOR (35B101)

Hello D. Schindler

Choose course:

Choose year:

Choose term:

### 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?	106	4.80	0.59	4.76	-	2%	4%	7%	88%

Question	N	Avg	St.dev	Year					
				Avg	1	2	3	4	5
The content of the course is inspiring	108	3.82	0.88	4.02	3%	4%	21%	53%	19%
The expectations placed on students enrolled in the course are clear	109	4.37	0.69	3.90	-	1%	9%	42%	48%
The course is clearly linked to research	109	3.87	0.91	4.15	-	7%	27%	38%	28%
It is clear why this course is part of the program	109	4.32	0.74	4.45	-	3%	8%	43%	46%
The assignments strengthen the understanding of the theory	109	4.45	0.75	4.06	-	3%	7%	32%	58%
Generally, I am satisfied about this course	107	4.24	0.71	4.01	1%	2%	5%	57%	36%

### Remarks

#### Strengths of the course:

- [Interactive online meetings, opportunity to ask questions, discussing exercises together.](#)
- [We work together with other students on exercises.](#)
- [Nice teacher!](#)
- [Doing the exercises together](#)
- [None](#)
- [Clear and practical approach to the contents.](#)
- [Good explanation](#)
- [I like the way we discuss exercises in class The possibility to discuss the exercises first with classmates](#)
- [Well structured and thought out course](#)
- [The course Macro-Economics for EOR really makes you enthusiast to understand the fluctuations in our economy. Because you can apply all you have learned on the society, it becomes really interesting.](#)
- [Working together with the lecturer on the exercises.](#)
- [Broad knowledge about subject, everything explained well, practising exercising is really helpful to understanding the material](#)
- [Theory lectures](#)
- [It has a clear structure and it really helps that every exercise is explained right after you thought about it yourself.](#)
- [Doing a lot of exercises as a practice for the exam\(s\) during the lecture, the ability to ask any question at any time](#)
- [The problem sets!](#)

- [Very well prepared, nice structure and it is easy to ask questions.](#)
- [The video's that are recorded are very clear and the lectures are very helpfull.](#)
- [interesting topic clear instructions](#)
- [Good explanations of the lecture materials](#)
- [Making the exercises and getting answers immediatly helps very well with understanding the material.](#)
- [The online videos about all the theory are really helpful and clear. The way of teaching is clear and educative.](#)
- [good introduction and start to understand the world economy.](#)
- [Great Breakout room usage for discussing the exercises](#)
- [I like the movies that we had to watch tower the lectures were a bit a waste of time.](#)
- [clear learning material and useful in the future](#)
- [Understanding influences in the economy, apply logical thinking](#)
- [Good introduction to economics. The subject matter is very clear, mainly because of the graphs and examples associated with the matter.](#)
- [The assignments and exercises are good to understand the theory and see how far you are with understanding it.](#)
- [Fun](#)
- [The way of doing the exercises with breakoutrooms is a great idea, because it stimulates collaboration between students who do not yet know each other that well.](#)
- [The discussing of the exercises in the lectures clarifies a lot.](#)
- [Very very clear slides and lecture videos. Also, David always gives clear answers to questions you have. What I also think is a really good quality of David, is that he gives you the idea that you can ask a million question and he would take all the time to answer them.](#)
- [Practice exercises in the lecture](#)
- [The explanation was always very clear so far](#)
- [Being able to watch the video's whenever you want](#)
- [You can ask all your question and you will understand them after a good explanation of David.](#)
- [I think the consistency of the material is very good.](#)
- [Clear explanation, enough oppurtunities to ask questions](#)
- [The format encourages you to constantly keep up with it and that is very helpful.](#)
- [\(More\) Practical Than other courses](#)
- [detailed explanations off the exercises.](#)
- [Making excercises togehter.](#)
- [It was really nice that we could work together in the breakout rooms in ZOOM. Together we could come to a solution and this is very helpfull.](#)
- [The assingments we have to practice during the lectures are very similar to the exam questions, so we know on what level we have to be for the exam.](#)
- [clear explanation, al lot of oppurtunities to ask questions.](#)
- [clear, short explaining videos \(around 1 -1,5 hour per week\), it is nice to make an excersise and get immediatly feedback](#)
- [The combination of pre-recorded explanation with the opportunity to ask questions in the lecture make it easier to work at your own pace.](#)
- [The pictures in the book and presentations are clear and they really help to understand.](#)
- [The many exercises that we do the the lessons and due to the problem sets help understand the material.](#)
- [the videos to the slides were quite useful, the solutions to the exercises were useful too](#)
- [Good explanations in the videos as well as in the lectures. Clear answers and interesting subjects.](#)
- [English explanation, group assignments, exercises in lesson.](#)
- [We learn a lot of new stuff in a short amount of time, which is great.](#)
- [interaction and team working](#)
- [Great lecturer that made the most of online lectures. Concise and interesting pre-recorded videos. Descriptive PPTs.](#)
- [The videos we needed to follow before a lesson were great and simple. The exercises we did in the lessons helped even more to understand what we needed to learn ourselves. Right now the best version on how to study with the current situation and lessons in the internet. I also liked the questions linked to the economy right now \(how corona plays a role etc.\).](#)
- [Nice structure. Pre-recorderd videos and making exercises together.](#)
- [I learn a lot from the questions we make in the lectures. the questions are very well explained. In the pre-recorded lectures the information is very well explained.](#)
- [It is very clear and structured in combination with a very motivated teacher.](#)
- [Builds on the knowledge you have if you did economics in high school but is not undoable if you did not do economics in high school I like the structue of the course, \(doing exercises together and having the lectures recorded\)](#)

- [we get the optimal opportunity to ask our questions.](#)
- [Uses the lecture time well to get insight of the learned theory.](#)
- [Recordings for every chapter and subject. Great and clear explanation with enough examples. David also connects real, practical examples with the theory we have learned.](#)
- [The weekly problem sets encourage us to keep up with the materials and take the time to really think and discuss about the theories. The lecturer is very clear with the explanations and answers questions rapidly and clearly during the lecture. He also replied to my email asking about some questions very quickly and clearly. He asked students that were asking questions in dutch to speak in english so that international students can also listen to the questions which was nice \(other course lecturers tend to answer in dutch which I think is pretty inefficient\).](#)
- [Gives a broad, general idea of some of the most important basic economic theories, like the classical and Keynes theories. David is very interactive with the chat and tries to answer all questions at whatever point in the lectures. This could be easily overlooked but is really important during this crisis imho. The materials are online so can be \(re\)watched at any point and are quite short \(in the good way!\) The Problem Sets give you a nice idea of how good you understand the current materials and also provide an easier time at the exam \(if you do them right\) for exchange, which I think is a great idea!](#)
- [The interaction between teacher and students has a positive effect on the learning curve of the students.](#)
- [All explanations of the materials in this course were clear and were good to follow...](#)
- [Working on assignments together](#)
- [-Emphasis on making exercises. -I prefer multiple choice questions over open questions. The multiple choice questions made the course more enjoyable. -Helpful Zoom meetings and not too long-winded pre-recorded lectures.](#)
- [D. Schindler always tries to help you. Even if he doesn't understand the question](#)
- [all videos are pre-recorded so you can watch it in your own pace](#)

What could be improved in the course?:

- [Breakout rooms were in the 2nd half of the course filled with groups of friends, leaving almost no space for people who were alone but still wanted to join a random breakoutroom.](#)
- [If the teacher would give us the results of former exams](#)
- [Answers from old exams/midterms!](#)
- [Solutions to the practice exams could be provided](#)
- [Maybe answers of the practice tests](#)
- [More example exercises could be showed in the lectures \(i.e. prerecorded videos\). Give some solutions to old exams](#)
- [Different approach for midterms](#)
- [2x2 hours a week just to go through homework exercises became a bit boring after a couple of weeks. I would love to see more learning material discussed in those calls.](#)
- [We need answers to the previous midterms and exams. Now we have to compare the answers and hope it is correct.](#)
- [It could maybe provide a bit for the more independent students like for example releasing answers before the lecture so you know if you want to follow the lecture or not \(if you have everything correct you don't need to follow the lecture\)](#)
- =
- [Nothing that I can think of.](#)
- [We cannot check whether we did well on the practice exams, that could improve with for instance answer sheets.](#)
- [nothing](#)
- [More interactive participation](#)
- [I have no clue](#)
- [I dislike the use of break-out rooms as it often takes too much time.](#)
- [The lecture material could be explained in further detail](#)
- [Give us answers of the exams.](#)
- [offline \(in real life\) lectures](#)
- [The assignments didn't really contribute to the course](#)
- =
- [Maybe go faster at the start and take time for the last 2 weeks \(4 chapters, I believe\). The start was really clear and quite easy for me, but the last 2 weeks have been going quite quick, since its all new things.](#)
- [The answers for old exams and the midterms could be given, this could help a lot while studying.](#)
- [Maybe more content that we can apply to the real world \(The lecturer said we shouldn't apply the models on the real world\)](#)
- [I would like to see the answers of the old exams online, this would make practicing old exams much more useful.](#)
- [if the lectures would be recorded.](#)
- [More practice material!!](#)

- [It would be easier to practice if the answers of the old exams will also be published](#)
- [more exercises that we can practice ourselves. WITH answers.](#)
- [sometimes the explanation of an exercise is a bit fast and messy, especially when you do an open question](#)
- [Give the answers for old exams](#)
- [i don't like the way it is set up. I think that it too much time is spent on practice problems and not enough on teaching the material itself](#)
- [In my opinion, this is not necessary.](#)
- [Give the answers to the midterms or exams of past years, so we can check ourselves while learning](#)
- [Given answers to the uploaded old exams.](#)
- [Answers to old midterms/exams](#)
- [Better explanations about the contents of the course](#)
- [Maybe discuss the material together instead of pre recorded material.](#)
- [I would prefer lectures instead of pre-recorded video's, and I think that 'making the assignments in breakout rooms' during lectures works for everyone. You have to wait until it is discussed, or you do not have enough time to finish it, I think it would be better if everyone prepares them beforehand and the exercises would be discussed in more detail during lectures.](#)
- [the assignments didn't look a lot like the exam questions. Lectures where we make exercises should be recorded](#)
- [I do not necessarily like working on excercises together with the entire group, because it either goes to fast or to slow. However, I get why other people might like it.](#)
- [i think that sometimes the live-lectures are a bit long. Because of that, I lose my interest.](#)
- [sometimes it takes a long time to discuss one question](#)
- [Maybe David can slow down a bit when he speaks, post the solutions to the past midterms and exams \(because i had a hard time finding students who i can discuss this with\)](#)
- [The only thing I can think of is having the answers to the past exams and midterms, so we know if we made them correct or not.](#)
- [Kind of explanation, show more examples of calculations during lecture.](#)
- [Everything is multiple choice, so you're primarily trained to recognise the correct answers rather than come up with your own solutions. Also, things lack a little bit of depth, like real world examples, because everything is a bit dry.](#)
- [nothing](#)
- [Add instruction videos about solving exam style questions. Be less vague with vocabulary, sometimes questions are confusing simply due to the phrasing.](#)
- [Maybe add more real life examples: where if something changes\(interest rate, fiscal expansions etc.\) then what happens after that. News about it and so on.](#)
- [I would have liked to receive the answers of the old exams](#)
- [Nothing.](#)
- [I would like to have the answers of the practise exams, because then I learn from my own mistakes.](#)
- [Personally I liked the course very much and I don't really see anything that should be changed.](#)
- [Maybe the course could be linked together with the other courses, so try to connect the math we are learning to the economic models \(if possible\)](#)
- [im not very happy with the problem sets. To my opinion, the questions are unclear and incomplete. It is better to practice the multiple-choice questions](#)
- [post answers of previous exams](#)
- [If there is time left in the last lecture, cover 1 old exam with answers given by the lecturer](#)
- [Well, I guess not really 'improved', but for me I already learned a decent part of this course in high school, which makes it somewhat easier and less inspiring. \(Which explains some lower scores\) As for actual improvements: -I suggested mid-course to give a quick summary of the materials at the start of each lecture, which was implemented and I think it should be continued. -Maybe a slide or something similar of all the important graphs of the different theories / long/short open/closed economies, although you could say that's up to the student to make.](#)
- [Answers on the old midterms and old exams, or other practice exercises with solutions + explanation should improve the students' ability to put the courses contents into practice.](#)
- [The Mankiv book is not the ideal addition to the course, since many unused info of the book is not necessary to know for the course...](#)
- [I have no suggestions.](#)
- [To much is expected, we get limited practice materials and the mid-term practice test were without answers, because he does not want to publish those.](#)

## Lectures

## D. Schindler (549153)

Question	N	Avg	St.dev	Year	1	2	3	4	5
				Avg					
The lecturer's explanations are clear	108	4.35	0.71	4.17	-	1%	11%	40%	48%
The lecturer encourages students to think about the subject matter	108	4.21	0.75	4.14	2%	-	8%	55%	35%
The lecturer gets the students involved in the lecture	108	4.44	0.78	3.91	-	3%	9%	30%	58%
The lecturer is open to questions	108	4.85	0.45	4.37	-	-	4%	7%	89%
The lecturer has an adequate command of English	108	4.88	0.33	4.30	-	-	-	12%	88%
Generally, I am satisfied about this lecturer	108	4.44	0.63	4.18	-	1%	5%	44%	50%

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