

# 2024-25 Semester 2 Unit Evaluation

## Individual Report on ECON60552 Applied Development Economics Project (ADEP)

### for Chenyang Wang

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**This is a instructor level report of the 2024-2025 Semester 2 unit surveys for ECON60552 Applied Development Economics Project (ADEP) for Chenyang Wang**

Questions asking students about individual instructors by name will only display iterations for the colleague named in this report. An aggregated version across all instructors can be found in the course unit level report. All other questions, both quantitative and qualitative show data at the course unit level.

For each quantitative question asked of students, the following visualisations from the data will be presented.

- 1. Response Frequency**
- 2. Score**

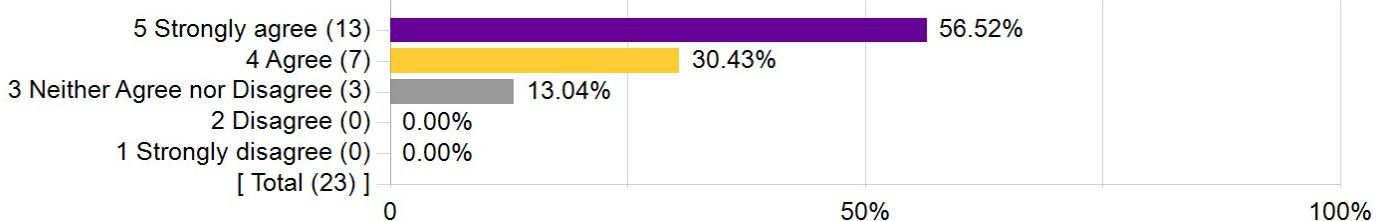
Qualitative data will be displayed in tables.

Raters	Responded	Invited	Response Ratio
Student FO	23	101	22.77%

## Core Institutional Questions:

Frequency - Overall, I would rate this unit as being excellent.

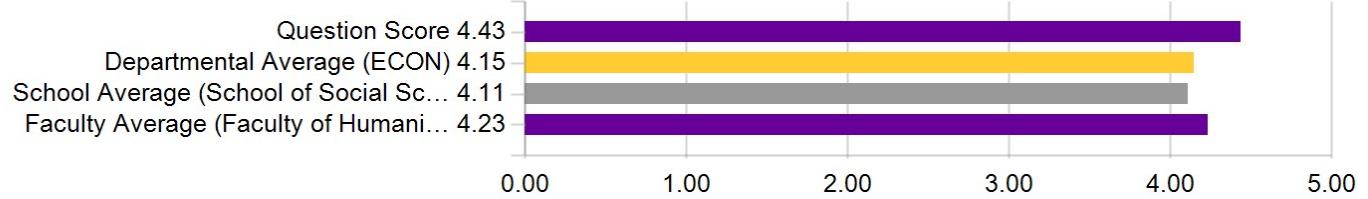
Overall, I would rate this unit as being excellent.



Statistics	Value
Response Count	23
Mean	4.43
Median	5.00
Standard Deviation	0.73
Population Standard Deviation	0.71

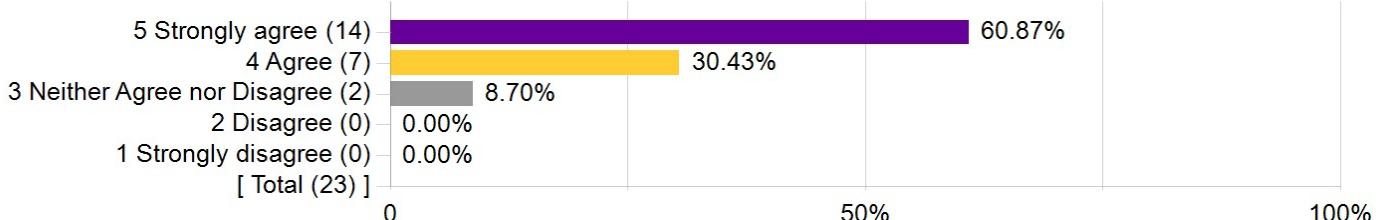
Score - Overall, I would rate this unit as being excellent.

Overall



Frequency - The unit was well organised.

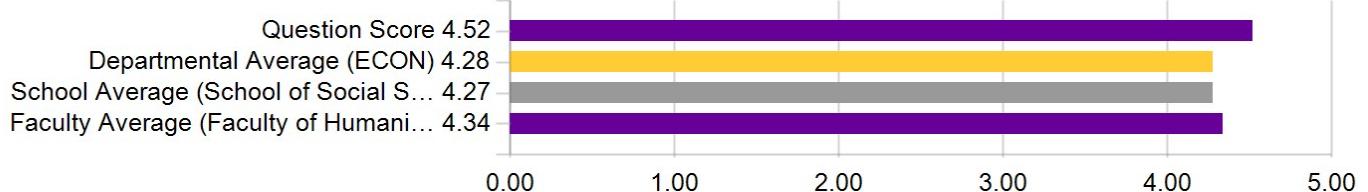
The unit was well organised.



Statistics	Value
Response Count	23
Mean	4.52
Median	5.00
Standard Deviation	0.67
Population Standard Deviation	0.65

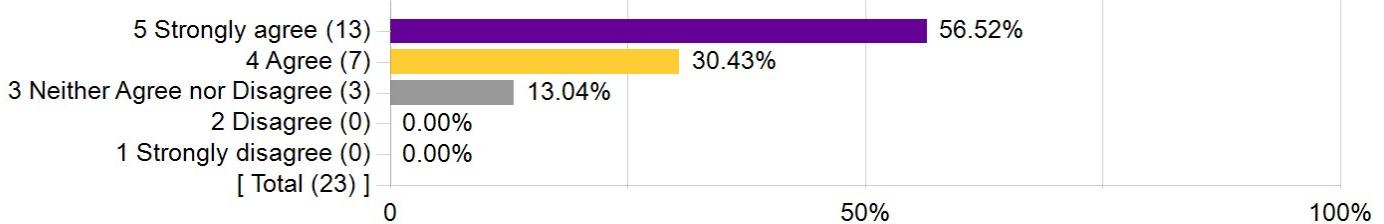
### **Score - The unit was well organised.**

Overall



### **Frequency - The feedback that I received on my learning was helpful.**

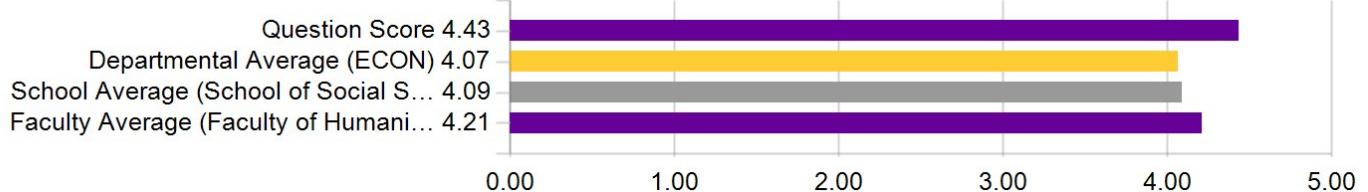
The feedback that I received on my learning was helpful.



Statistics	Value
Response Count	23
Mean	4.43
Median	5.00
Standard Deviation	0.73
Population Standard Deviation	0.71

### **Score - The feedback that I received on my learning was helpful.**

Overall



## **What was good about this unit?**

### **Comments**

I learned more and deeper about implication of econometrics

Clear explanation.

We get to practically apply our understanding of our subject and produce the project on our own.

Chenyang is very knowledgeable and willing to help. He is extremely responsive on email and consistently updates us on his office hours.

The teacher is easy-going and professional, with passion in the class

What I found most valuable about the Evaluation for Applied Development Economics Project (ADEP) unit was the opportunity to apply theoretical knowledge to real-world development challenges. The hands-on project work and guidance from instructors helped build practical skills in data analysis, policy evaluation, and research design.

The teacher gives lectures with great enthusiasm, actively communicates with students and offers them help.

Dr. Wang's help is very useful for me, especially the office hour. And the courses are arranged very good.

## **What could be improved about this unit?**

### **Comments**

All the things are excellent

nothing

I feel the staff could be a bit more interactive.

Tutorials could include some more advanced econometric questions for those who have previously studied the subject.

Maybe sometimes the material for class should be shorter because the class time is limited

I am urging both the GDI and Econ Departments to take this feedback seriously. This unit is an excellent idea to ensure that we apply econometric methods and engage in producing serious research output in a contained and supported environment. While the idea is extremely admirable, this is not what is happening in practice, and it is wasting a perfectly smart opportunity:

(1) To reach the objectives of the course, the whole thing should be turned into weekly two-hour tutorials / lab sessions and remove the lectures altogether spanning the whole 10 weeks of the term. One-hour tutorials were not enough for us to properly make use of the time, while the lectures felt like a waste.

(2) Most of the lectures were spent teaching more econometric methods or revising old ones which is not the point of the unit. We have already studied or are continuing to study econometric methods in other units. Better use of the time would be to: (A) demonstrate issues and challenges that researchers actually face with data especially that the unit has a very clear development angle and working with developing countries data have multiple challenges from availability to harmonisation issues. (B) Learn how to spot common econometric mistakes whether through critiquing published work or in our own work. (C) Generally, equip us / make us more resourceful when it comes to the whole process of research production — from data collection / generation to the final output.

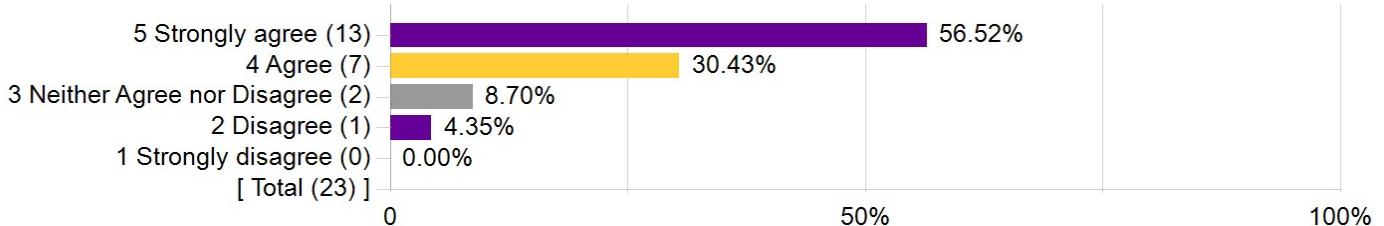
(3) For DEP students, the switch from R in the first term (in MGDI 60031) to Stata in the second term presented a serious challenge especially that there were no "surgery sessions" up till quite late in the semester. If the departments insist on Stata (which is fair enough) then there should be just one tutorial session (could even be optional) as a crash course intro to Stata.

One area for improvement in the ADEP unit could be more frequent and detailed feedback throughout the project. Regular check-ins or progress reviews would help ensure students stay on track and feel more supported as they develop their research.

## School Questions

**Frequency - The assessment activities are well designed and clearly explained.**

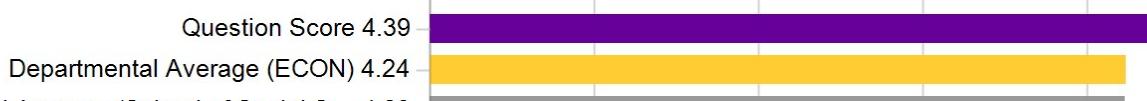
The assessment activities are well designed and clearly explained.



Statistics	Value
Response Count	23
Mean	4.39
Median	5.00
Mode	5
Standard Deviation	0.84
Population Standard Deviation	0.82
Standard Error (base on SD)	0.17
Standard Error (base on PSD)	0.17

**Score - The assessment activities are well designed and clearly explained.**

Overall



**What could we do to better support you with your assessments?**

Comments

nothing

Nothing, Chenyang does a great job of being available to provide support

The tutorial of this class (Chenyang Wang's teaching) is really helpful and helps me to overcome many difficulties

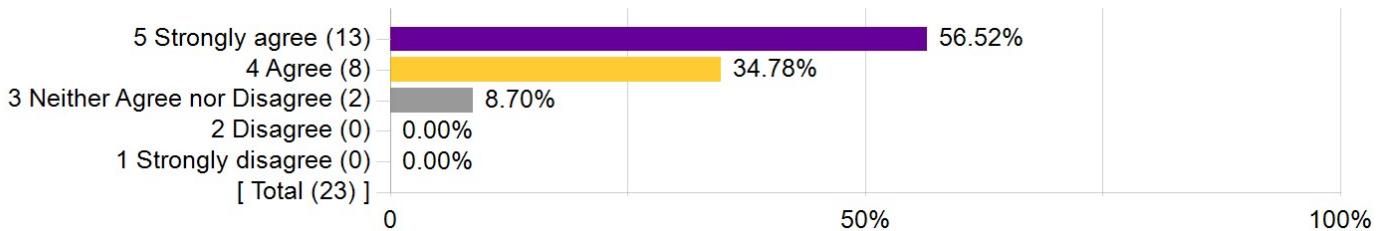
To better support us with assessments in the ADEP unit, it would be helpful to provide clearer assessment criteria and examples of past projects or strong proposals. This would give students a better sense of expectations and help guide the structure and depth of their work.

The minimum word count requirement for proposals can be raised a little bit, because some contents cannot be presented due to the word limit, resulting in lower scores.

More instruction on how to prepare data for analysis in statistical software

### **Frequency - Teaching staff were readily available and approachable.**

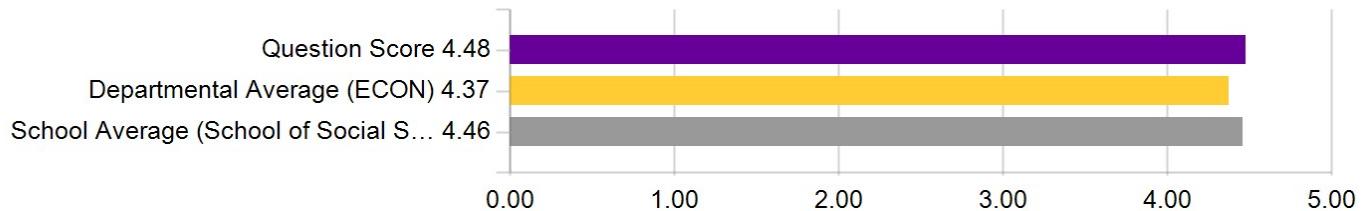
Teaching staff were readily available and approachable.



Statistics	Value
Response Count	23
Mean	4.48
Median	5.00
Mode	5
Standard Deviation	0.67
Population Standard Deviation	0.65
Standard Error (base on SD)	0.14
Standard Error (base on PSD)	0.14

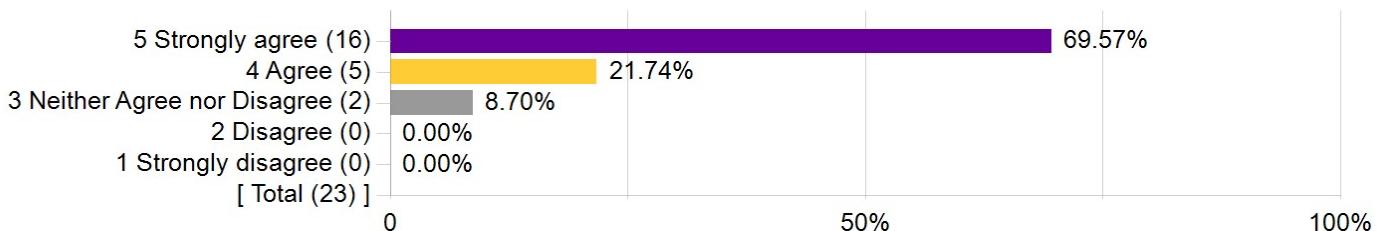
### **Score - Teaching staff were readily available and approachable.**

Overall



### **Frequency - Chenyang Wang's teaching has helped my learning.**

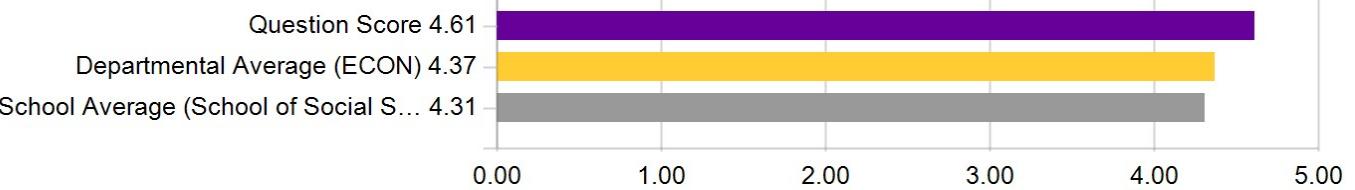
Chenyang Wang's teaching has helped my learning.



Statistics	Value
Response Count	23
Mean	4.61
Median	5.00
Mode	5
Standard Deviation	0.66
Population Standard Deviation	0.64
Standard Error (base on SD)	0.14
Standard Error (base on PSD)	0.13

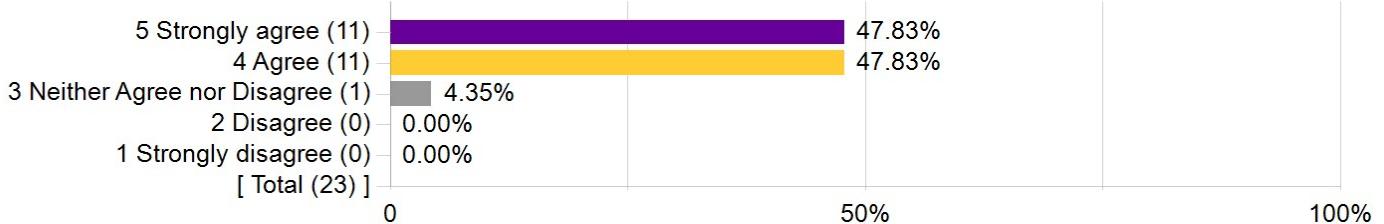
**Score - Chenyang Wang's teaching has helped my learning.**

Overall



**Frequency - I have acquired intellectual and practical skills which will be useful in further study and employment.**

I have acquired intellectual and practical skills which will be useful in further study and employment.



Statistics	Value
Response Count	23
Mean	4.43
Median	4.00
Mode	5, 4
Standard Deviation	0.59
Population Standard Deviation	0.58
Standard Error (base on SD)	0.12
Standard Error (base on PSD)	0.12

**Score - I have acquired intellectual and practical skills which will be useful in further study and employment.**

Overall

