

Other Relevant Documents

Ghassane Benmir

LSE and PSL Research, October 30, 2022

This file contains the following documents:

1. My Personal Statement,
2. My Research Statement,
3. My Teaching Statement,
4. My Teaching Evaluations,
5. My Diversity Statement.



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



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London, October 29, 2022

Kellogg School of Management

Northwestern University

2211 Campus Drive, Evanston, Illinois, 60208, United States

Personal Statement

Dear Kellogg School of Management of the Northwestern University Committee Members,

I am Ghassane Benmir, a PhD candidate and teaching fellow at both the London School of Economics and *Paris Sciences et Lettres* Research University – Paris Dauphine. I am on the job market this year working on macro-finance and climate change and planning to submit my dissertation mid-2023. I am applying for the position of Assistant Professor as advertised on the econjobmarket.org website. I have included: i) a copy of my curriculum vitae with references, ii) a research statement, iii) a teaching statement, iv) my teaching evaluations, v) my job market paper, titled, “The Distributional Costs of Net-Zero: A Heterogeneous Agent Perspective,” and vi) two of my other papers, “Green Asset Pricing” and “Policy Interaction and the Transition To Clean Technology.” In the following, I first introduce my main research. Second, I list my main academic achievements to date. Third, I present my main teaching experiences. Fourth, I outline some of my previous relevant pre-PhD experiences. Fifth, I highlight my future research and teaching plans. Finally, I conclude with my main motivations for applying to Northwestern University.

My research lies at the intersection of macroeconomics, finance, and environmental economics (with an emphasis on climate economics). In my PhD research I investigate: i) how uncertainty over current climate change mitigation policies can affect macroeconomic and financial dynamics, and ii) the potential distributional impacts climate net-zero policies could have, both in the short/medium run and long run. My job market paper focuses on the distributional impacts of climate net-zero 2050 emissions policy impacts on households. It builds, on one hand, on recent advances in distributional macroeconomics, and, on the other hand, on recent climate macroeconomic modeling frameworks, developed by (two of) my advisors at the LSE (Professor Ben Moll and Professor Simon Dietz, respectively).

During my PhD, I had the opportunity to present my work at multiple high-profile conferences and workshops. Most recently, I presented my job market paper at the LSE Department of Economics Annual Environmental Week, the PSL Research Economics Seminar Series at Paris-Dauphine, the MFR Chicago Young Scholars Session, as well as at other venues. My other work (e.g. “Green Asset Pricing” and “Policy Interaction and the Transition To Clean Technology”) was presented at the AEA, the EEA, the EFA, the CEBRA, the EAERE, the MIT GCFP meetings, as well as the Climate Risk Workshop of the San Francisco Fed, among others. I have also received recognition by peers for different working papers. More specifically, my co-authored paper “Green Asset Pricing” received the best paper award at the European Finance Association for Responsible Finance in 2021, while I received the runner-up prize for the QCGBF Macro-Finance Young Economist Award

in 2022 for my paper, “Policy Interaction and the Transition To Clean Technology.”

A major component of my PhD experience has involved teaching. I had the opportunity to hold multiple teaching positions ranging from graduate teaching assistant and course manager/teaching fellow to adjunct lecturer. I taught (and continue to teach) numerous courses at different institutions both in the U.K. and in France. At the LSE, I taught both undergraduate level courses (e.g. Microeconomics, and Macroeconomics) and post-graduate level courses (e.g. Maths for Microeconomics and Macroeconomics). As a teaching fellow/course manager for the two largest courses at the LSE, I coordinated over 15 graduate teaching assistants each term, in addition to teaching a large number of classes. I was awarded multiple prizes for high-quality teaching by the Department of Economics and was nominated by students for “Exceptional Teaching during Exceptional Times” (i.e. the pandemic). Similarly, at PSL Research – Paris Dauphine, for several years I taught macroeconomics at the undergraduate level and lectured advanced econometrics (time series) at the masters level. I also received excellent student reviews. In addition, I taught Financial Economics at the University College London (UCL), where I had excellent reviews as well, and also taught Macroeconomics for the Executive Education Program at the Imperial Business School.

Prior to embarking on the PhD, I worked for several years in consultancy on diverse projects, mainly for: i) the public sector and inter-governmental institutions, and ii) international leaders within the private sector. During these years, I built strong managerial skills, technical and soft skills, and engaged with different stakeholders, all of which have helped me during my PhD, in terms of engaging with diverse bodies of students, faculty, and academic staff in a dynamic and fruitful manner.

Moving forward, I intend to pursue research in the following directions. I intend to continue exploring uncertainty within climate dynamics and policy and the implications for policy makers, especially in the context of distributional macro-finance (i.e. accounting for heterogeneity in households, firms, and/or banks, and relying on heterogeneous agents new Keynesian (HANK) models). I also plan to dive further into the estimation of this class of models using non-linear estimation techniques to be able to construct counterfactual policy scenarios to better shape the policy decisions. On these subjects, I can envision several collaborations with researchers and academics from your institution, such as with Professor Constantinos Skiadas and Professor Torben Gustav Andersen, as well as a number of other faculty. Regarding teaching responsibilities, I would be thrilled to teach classes in macroeconomics, finance, and environmental/climate financial economics. I would also be happy to teach computational classes related to econometric techniques or financial econometrics, as well as propose (if appropriate) additional courses at the intersection of macroeconomics, finance, and climate/environmental economics. In short, I am prepared to teach courses in relation to the needs that arise.

My motivation and interest in applying for the Assistant Professor at Northwestern University are multi-fold. First, joining the Kellogg School of Management at Northwestern University would allow me to be part of an exciting and competitive research department, with an amazing teaching reputation, where my enthusiasm for producing cutting-edge research and delivering top-quality teaching would flourish. The dynamics of the Kellogg School of Management as well as the research conducted by the esteemed faculty at the school fits very well with my work. In particular, I believe that my research agenda fits well with the ongoing research projects at the Kellogg School of Management of the Northwestern University (e.g. research conducted by Professor Constantinos Skiadas, Professor Torben Gustav Andersen, Professor Sergio Rebelo, among many others). Furthermore, I believe that my teaching experience could add to the offer of courses you provide. Finally, I also have a particular interest in joining Northwestern University as I would value taking up residence in the Midwest of the United States, which would be convenient for family reasons as well.

I am available for interviews during the AEA, AFA, EEA, and EFA JM-meetings, and at other bespoke times.

Thank you for your time and consideration.

Sincerely,

Ghassane Benmir

Research Statement

Ghassane Benmir

LSE and PSL Research, October 22, 2022

My research assesses how climate change damages and climate change policies impact macroeconomic and financial aggregates, in both the short/medium run and long run. I focus on how climate change dynamics and policies impact households and firms alike. My research contributes to two main literatures: i) macro-finance and ii) environmental and climate economics. My research makes use of theoretical and numerical modeling as well as empirical approaches.

In particular, **my work seeks to advance two core research agendas**. The first addresses one of the most pressing questions in economics and finance: “What are the impacts of uncertainty over climate change dynamics and policy on the macro economy, in both the short/medium run and the long run?” The second aim is to understand how: i) the interaction between climate dynamics and policy, on one hand, and ii) the large disparities in income and wealth observed in the micro data, on the other hand, could impact the green transition, financial stability, the macro economy.

The First Research Agenda: Climate Change Uncertainty and Macro-Finance

One of the main points of disagreement in climate economics is the level of the so-called social cost of carbon (i.e. the optimal carbon price) and the short/medium-run climate policy costs. While most of the early literature on climate macro-finance ignored the role of uncertainty (relying on deterministic models to compute the social cost of carbon), recent findings show that uncertainty over climate dynamics plays a major role in shaping the social cost of carbon and induces important business cycle welfare costs. There is a need to better understand the implications of uncertainty within climate change (e.g. temperature dynamics, climate damages, and climate policy) on the social cost of carbon, as well as to better appreciate the impacts of carbon pricing on the macro economy. My work outlines three strategies to understand the implications of climate change on the macro economy.

First, I examine how uncertainty over climate dynamics and policy impacts the macro economy and financial stability. In “Policy Interaction and the Transition to Clean Technology” ([1]), we examine the aggregate impact of a market for carbon permits designed to meet climate goals (i.e. the Paris Agreement or the net-zero target) in the European Union and the role of uncertainty within climate dynamics and policy. To this end, we develop a highly tractable stochastic general equilibrium model with financial frictions, where households and producers face climate damages and policy uncertainty. We show that the feasibility of net-zero heavily depends on the level of uncertainty. We also show that financial policy is key in smoothing the impacts on financial stability as well as in smoothing the welfare aggregate costs. I further develop this line of research in [2].

Second, although most research has focused on long-run transition impacts, a recent strand of literature seeks to highlight the implications of climate policy on the business cycle. In “Green Asset Pricing” ([3]), we focus on the implications of climate policies on the business cycle and aggregate welfare. We show how climate mitigation policies have important cyclical implications, especially in terms of pre-cautionary savings, premium levels, and business cycle welfare costs, further reinforcing the importance of non-linearities and uncertainty. We also rely on non-linear estimation techniques (usually missing in the climate macro-finance literature), which allow us to run different policy counter-factual exercises using the estimated series of stochastic shocks. In “Macro-Finance, Uncertainty, and Climate Change” ([4]), I document an analogous finding demonstrating the importance of modeling choices (e.g. non-separable dis-utility of climate damages versus production climate damages) and their implications on the macro-financial aggregates.

Third, carbon prices are likely shaped by the diffusion and adoption of green innovation. “Endogenous Abatement Technology” ([5]) provides a framework, in which green innovators are financed by banks, and where loans to green innovators allow for carbon prices to decrease over time, thereby capturing the intuition that green innovation adoption is key in facilitating the transition to net-zero emissions.

The Second Research Agenda: Climate Change and Distributional Macro-Finance

In the past two decades, one of the most remarkable macroeconomic developments was the incorporation of explicit heterogeneity (e.g. in households, producers, and banks) into tractable macroeconomic frameworks. My current research (job market paper) and future work seek to contribute to this fast-growing literature, by focusing in particular on the linkages and implications of climate dynamics and policy uncertainty within distributional macro-finance.

One of the most important policy questions arising from the ambitious net-zero 2050 target is: What are the distributional costs? My job market paper—“The Distributional Costs of Net-Zero: A HANK Perspective” (jointly with J. Roman, a Ph.D. candidate at PSL Research)—focuses on the household distributional impacts of the 2050 net-zero emissions target policy in the United States, which is designed to meet climate goals (*i.e.* the pledged net-zero 2050 target). Using a Heterogeneous Agent model with full climate dynamics and household heterogeneity embedded in a two-sector production economy (energy and non-energy sectors), we show that net-zero policy increases consumption and wealth in the long run but induces distributional macroeconomic disparities in the short/medium run (e.g. by 2035, a 6-10% increase in households facing the borrowing constraint). We then show how distributing revenue from the carbon policy could partially offset consumption losses and smooth the net-zero transition. We also extend our analysis to the case of sticky prices and show how net-zero emissions induces inflationary pressure over the long run, which could represent a challenge for monetary policy conduction in a world with high inflation. Overall, the paper shows that, while climate net-zero policy is welfare enhancing, it is costly over the transition.

My next goal is to understand the implications of uncertainty on these distributional costs. A natural approach would be to extend the analysis by incorporating aggregate uncertainty, inline with the recent advances made in solving heterogeneous models with aggregate uncertainty in continuous time, relying on the master equation. I intend to work on exploring the implications of aggregate uncertainty in both climate dynamics and policy within the heterogeneous agents framework and seek to understand the implications of the green transition on households, firms, and banks.

The common denominator of my research is to develop tractable models and methods for thinking about the

implications of the major challenges policy makers are facing today when designing policy. In my dissertation, I focus on climate change policy and the net-zero transition, with a specific focus on uncertainty, financial stability, and macroeconomic heterogeneity. The constant innovation in the macro-finance literature provides frameworks to address these issues, and, with my research agenda, I hope to contribute to it.

References

1. Policy interaction and the Transition to Clean Technology, Grantham Research Institute on Climate Change and the Environment, 2020, with Josselin Roman
2. ‘r star’ under the presence of the climate externality, 2022
3. Green Asset Pricing, ECB Working Paper Series, 2020, with Ivan Jaccard, and Gauthier Vermandel
4. Macro-Finance, Uncertainty, and Climate Change, 2021
5. Endogenous Abatement Technology, 2022, with Josselin Roman
6. The Distributional Costs of Net-Zero: A HANK Perspective, 2022, with Josselin Roman

Teaching Statement

Ghassane Benmir

LSE and PSL Research, October 22, 2022

As highlighted in my personal statement, a major component of my PhD experience has involved extensive teaching, academic mentoring, and course management. I enjoy teaching and lecturing deeply, and it would be a great privilege to continue to teach economics, finance, and public policy courses offered (or in need of design) at Economics and Finance Departments, Business Schools, Public Policy Schools, as well as other related departments. In the following, I first highlight the main roles I have held and the courses I have taught at the LSE and at PSL Research – Paris Dauphine. Then I detail my experiences at PSL Research – Paris Dauphine and the LSE as a graduate teaching assistant. Thereafter, I speak about my role as course manager and teaching fellow. Additionally, I touch on other courses I have taught at other schools in the U.K., before summarizing my mentoring experience. Finally, I provide a vision of my course design.

I had the opportunity to hold multiple teaching positions ranging from graduate teaching assistant and course manager/teaching fellow to adjunct lecturer. I taught (and continue to teach) numerous courses at different institutions in both the U.K. and in France. In particular, at the LSE, I taught both undergraduate level courses (e.g. EC102–Economics B, EC1A3–Microeconomics, EC1A5–Macroeconomics, and EC1B5–Macroeconomics) and post-graduate courses (e.g. EC400–Maths for Microeconomics and Macroeconomics) at the Department of Economics. Additionally, at PSL Research – Université Paris Dauphine I taught both undergraduate level courses (Macroeconomics and Introduction to Economics) and a graduate masters course (Advanced Econometrics) in the Departments of Mathematics and Economics.

I vividly remember the first class I taught at PSL Research – Université Paris Dauphine in February 2018. From that moment, I was convinced that teaching and exchanging ideas with students was one of the most fulfilling activities. I first taught Macroeconomics to first-year students at the Department of Mathematics at PSL Research – Université Paris Dauphine, where I was a graduate teaching assistant. The course evolved principally around the Solow model with a mathematical flavor, as the course was designed for mathematics students. The main challenge lied in the fact that students didn't have (in most cases) any economics background, which made the course rather a right of passage than an engagement they were initially seeking. A crucial step in the teaching process is to get the attention of students, not only because they have to follow the course and achieve good grades, but because they are genuinely interested in the content. Much like in a conference setting, students need to quickly grasp the direction of the course and the useful knowledge they can attain from it. I had to think about ways in which I could make my classes exiting and show students how complex topics in pure mathematics could have relevant policy applications in fields such as economics and finance (as I, myself, pursued an undergraduate in mathematics and physics). I found that providing a clear road map and linking the theory to concrete examples was an effective tool when teaching. Over the three years I taught Macroeconomics at PSL Research – Université Paris Dauphine, I adapted my presentations, examples, and teaching style to the needs of the students. At PSL Research – Université Paris

Dauphine students come from all walks of life and especially from different social and cultural backgrounds. Their needs are diverse and thus the way in which the class is taught is paramount for the inclusion of all. For example, I held different office hours sessions in order to accommodate the needs of different students (although in the French undergraduate system, this is unique). (In my diversity statement, I provide additional examples of inclusionary strategies that I have employed.)

At the LSE, I began my teaching duties as a graduate teaching assistant in September 2019, and since have been heavily involved with teaching within the Department of Economics. Similar to PSL Research – Université Paris Dauphine, I delivered tailor-made classes (referred to as seminars at the LSE) building within the established curriculum. For instance, first-year students often find the game theory lectures and concepts slightly difficult to comprehend. To help simplify the concepts, I set up a game during the class where students are designated as player one while I am player two. The game consists of first identifying the different possible strategies (i.e. either I speak and they listen, or they speak and I listen) and then identifying the game equilibrium. I found that involving students in such a way to be quite successful. Similarly, while teaching graduate master courses at the LSE (e.g. Maths for Microeconomics and Macroeconomics), I noted that students tend to struggle with abstract concepts related to dynamic programming (in macroeconomics). In this case, I used a concrete example of an in-house-built neoclassical growth model in Matlab to show them how the theoretical approaches map to numerical applications, using both perturbation and projection methods. While *learning by doing* contributes to a major part of the teaching experience throughout one's teaching trajectory, learning from other colleagues' experiences is key. I always seek to discuss with colleagues innovative ways to teach, which could involve: examples to use in classes, quiz strategies, types of games, and the use of digital tools. At the LSE we run official termly teaching evaluation surveys, where students evaluate their class teachers as well as their professors. While imperfect, this is often a good way to measure the involvement of the teaching staff and the efforts made in delivering quality teaching. Since my start at the LSE, I have had excellent teaching evaluations for all classes I have taught, where I was always situated in the top 5% (teaching evaluation between 4.5/5 – 4.9/5). My performance was rewarded by several prizes, including the Excellence in Teaching Award and the Highly Commended Teaching Award, both delivered by the Department of Economics. I was also twice nominated by students for Exceptional Teaching During Exceptional Times (pandemic period) and Excellence in Feedback and Support, both of which are great sources of satisfaction.

Given my dedication and experience, I was offered a teaching fellow/course manager position where I managed the two largest first-year macroeconomic courses at the LSE Department of Economics, working closely with Dr. Antonio Mele and Dr. Rachel Ngai. As a teaching fellow/course manager for these courses, I coordinated over 15 graduate teaching assistants each term, in addition to teaching a large number of classes. I was also awarded a prize for high-quality teaching and course management by the Department of Economics, especially as I was managing both courses at the same time. Similarly, at PSL Research – Université Paris Dauphine, I was offered to lecture Advanced Econometrics (time series) at the masters level given my experience and excellent teaching feedback. I have lectured time series for the previous years and have also received excellent student reviews for my lecturing. As a teaching fellow, course manager, and adjunct lecturer, the challenge arises with the level of responsibilities, but so does the intellectual reward. I learned immensely with Dr. Antonio Mele during these past three years as a course manager. We faced a number of issues ranging from student well-being to potential misconduct. Liaising with academic colleagues, faculty and administrative staff is key to manage such challenges. Clear and timely communication on one hand, and pro-active engagement on the other hand, were the two major factors that allowed for successful

management of the course and its attendant situations.

In addition to my teaching at the LSE and PSL Research, I taught Financial Economics at the University College London–UCL (where I had excellent reviews as well) and taught Macroeconomics for the Executive Education Program at the Imperial Business School. Teaching at the Executive Education Program at the Imperial Business School was without a doubt one of the most interesting experiences. Executives' need are more tailored to the nature of their work. My experience in consultancy, where I managed engagements at the international level during my time at EY Advisory, came in handy in this context. The class delivery had to focus on practical aspects of macroeconomics and how they could impact the business environment, rather than focus on theory. I tailored the classes to simplify complex macroeconomic concepts, in order to link them to the real business world (e.g. how monetary policy rate setting links to inflation targeting and investments/savings choices, and how both could have an impact on firms' day-to-day business engagements).

A part of the academic journey that I find particularly rewarding is the possibility to follow students over the years and guide them in their choices. In particular, this year, I am mentoring six undergraduate students who just started their BSc in Economics at the LSE. The purpose of an academic mentor is to serve as a student's primary port of call for guidance in making academic decisions and for wider support through the student experience. Part of my responsibilities are also to provide guidance and some scope for research and creativity to my mentees in their first-year coursework competition, where the aim is to produce a 5-minute video on a selected economic theme. To create a sense of community, I meet my mentees regularly each term over coffee or lunch to discuss their progress, challenges they are facing, and we then put strategies in place to help them overcome any obstacles and to maximize their enjoyment during their time at the LSE.

Finally, regarding course design, if the opportunity allows, I would be happy to design an undergraduate and/or graduate course. I would first tailor it for the audience I will be teaching. For example, an economics department graduate course would feature higher levels of theoretical foundations than a course designed for public policy, where the approach would be more applied. Similarly, a course designed for business school MBA students would potentially feature greater elements of project-oriented work. In particular, a graduate level course for instance would require students to engage extensively with scientific papers as well as undertake projects (either replicating empirical or numerical results, or participating in group work). This would then involve students writing and delivering presentations, which will serve as preparation for future conferences, presenting in front of governments and international organizations, and engaging with different business stakeholders. The ultimate aim is to provide students with the necessary tools to achieve their goals and to be sensitive to the best means by which these tools can be delivered.

Teaching Evaluations

Ghassane Benmir

LSE and PSL Research, October 21, 2022

The following documents include all my teaching evaluations at the LSE over the past three years (i.e. 2019 to 2022). At PSL Research – Université Paris Dauphine, we do not run official evaluation surveys. I, however, have received excellent feedback from professors (e.g. Dr. Yannick Le Pen and Professor Richard Dutu) I worked with and students I taught (using unofficial teaching evaluation forms).¹ In particular, the documents are organized as follows:

- For 2019-2020 and 2020-2021 academic years, LSE education support services provided class profiles for each course taught. This summarizes the feedback from all classes taught and compares graduate teaching assistants and teaching fellows across all the department.
- For 2021-2022 academic year, LSE education support services didn't provide a class profile. I therefore included all my class evaluation surveys.
- MT 2019 document outlines the evaluations I received for teaching Economics B - Part 1 in Michaelmas Term (i.e. Autumn-Winter Term)
- LT 2020 document outlines the evaluations I received for teaching Economics B - Part 1 in Lent Term (i.e. Spring and Summer Terms)
- MT 2020 document outlines the evaluations I received for teaching Microeconomics in Michaelmas Term (i.e. Autumn-Winter Term)
- LT 2021 document outlines the evaluations I received for teaching Macroeconomics in Lent Term (i.e. Spring and Summer Terms)
- The remaining documents are all individual class surveys for MT (Microeconomics) and LT (Macroeconomics) taught in 2021-2022

¹If needed, both Dr. Yannick Le Pen and Professor Richard Dutu, would be happy to provide detailed feedback.

Ghassane Benmir
Instructor profile
No. of responses = 56

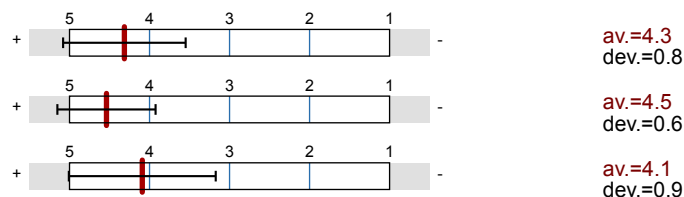


Overall indicators

Global Index

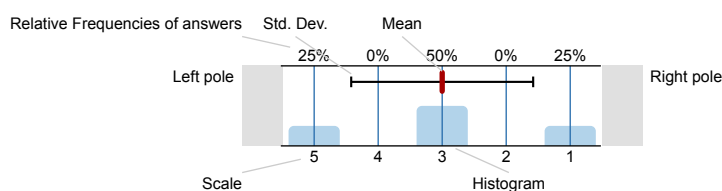
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses

av.=Mean

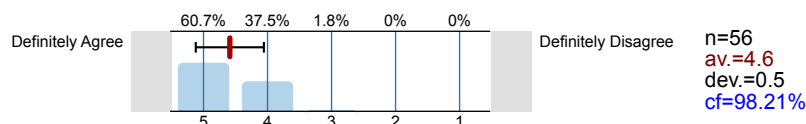
dev.=Std. Dev.

ab.=Abstinence

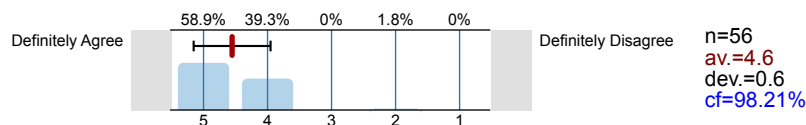
cf=Cumulative Frequency

Class/Seminar Teacher Evaluation

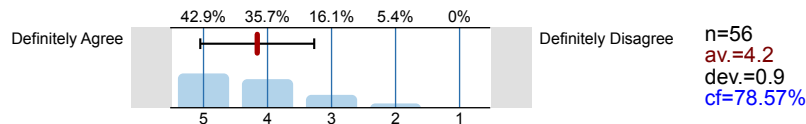
1.1 The teacher communicated ideas and concepts effectively.



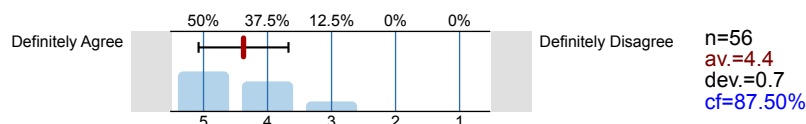
1.2 The teacher has improved my understanding of the course content.



1.3 The teacher has made the subject interesting.



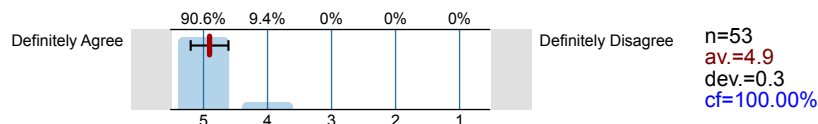
1.4 The teacher is good at involving members of the class/seminar.



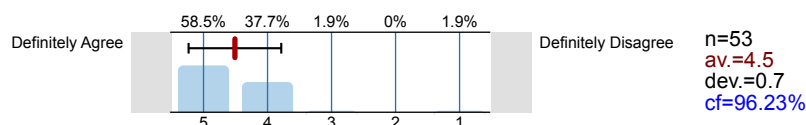
1.5 Have you received feedback on your work from this teacher?



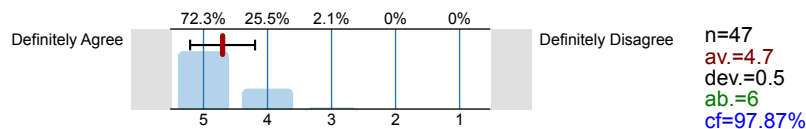
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



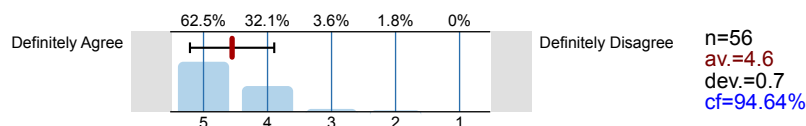
1.5c I have received helpful comments on my work.



1.5d I was able to seek further clarification on feedback from the teacher where needed.

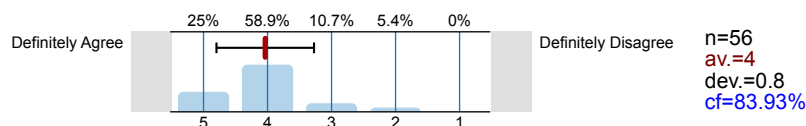


1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.

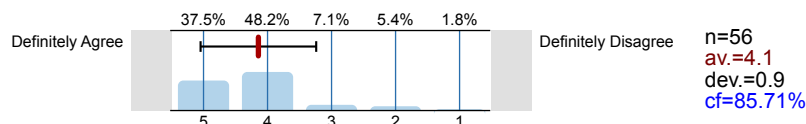


Course Evaluation

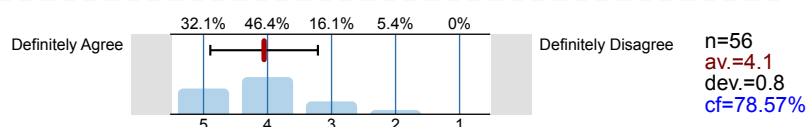
2.1 This course has challenged me to achieve my best work.



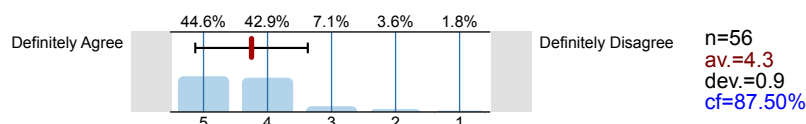
2.2 This course is intellectually stimulating.



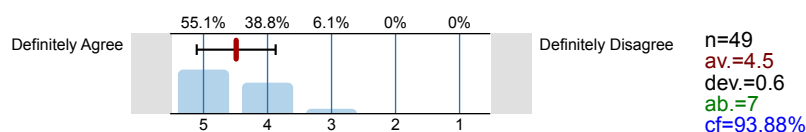
2.3 I have received sufficient advice and guidance in relation to this course to date.



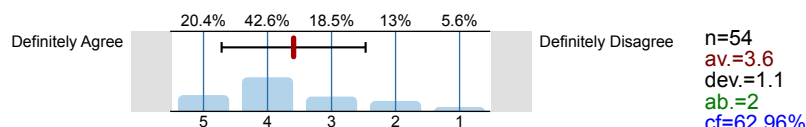
2.4 I am satisfied with the amount of contact time with teachers for this course.



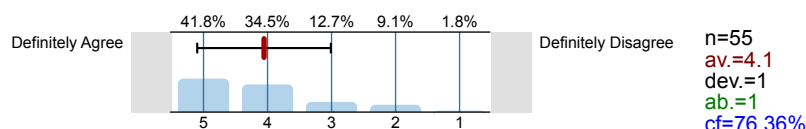
2.5 I have been able to contact staff about this course when I needed to.



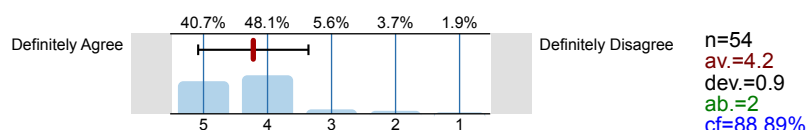
2.6 The criteria used in marking have been clear in advance.



2.7 Marking and assessment has been fair.



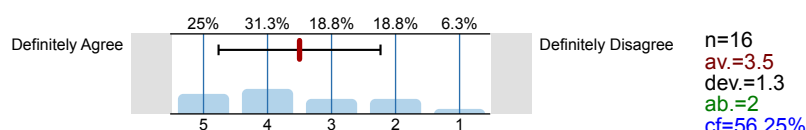
2.8 The feedback I received has helped my learning and performance on the course.



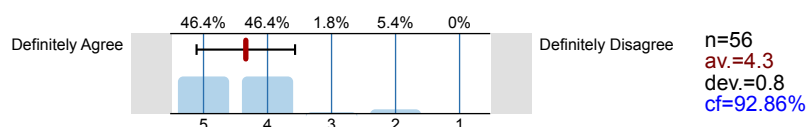
2.9 Do you have a reading list for this course?



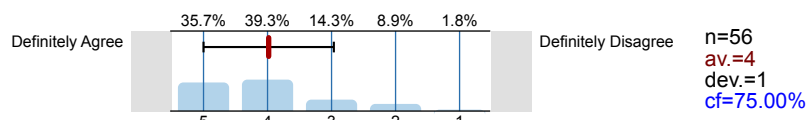
2.9b The reading list(s) was useful for my learning.



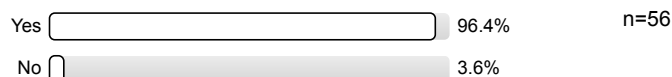
2.10 I found Moodle useful for my studies on this course.



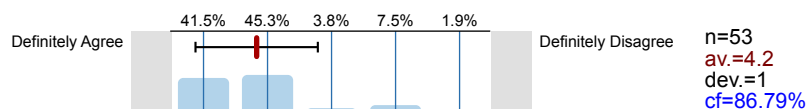
2.11 The course material provided was useful for my studies and learning.



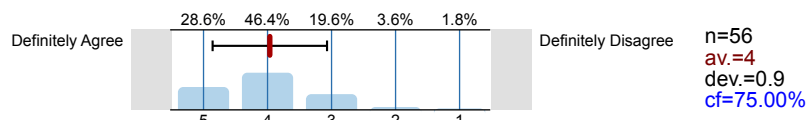
2.12 Do you have lectures for this course?



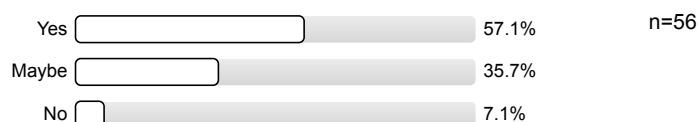
2.12b I am satisfied with the integration of classes/seminars with lectures on this course.



2.13 Overall, I am satisfied with my experience on this course.

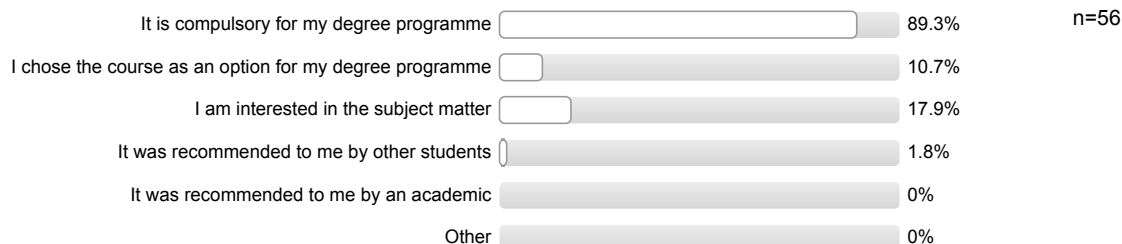


2.14 Would you recommend this course to other students?



Your Information

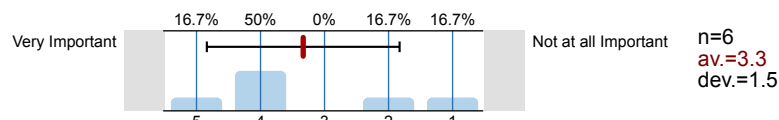
3.1 Which of the reasons given below describe why you are taking the course? (Please select all that apply)



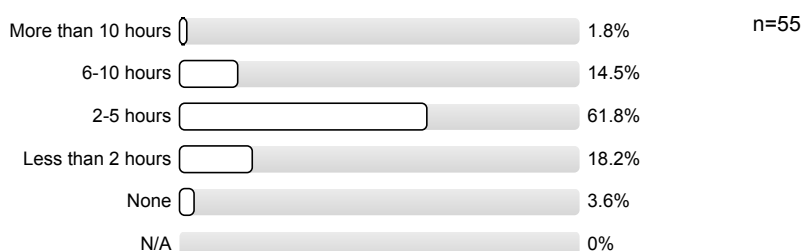
3.1b Was this your 1st, 2nd, 3rd or other choice?



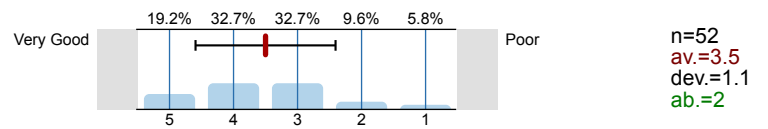
3.1c In relation to what you wanted to study, how important was choosing this course to you?



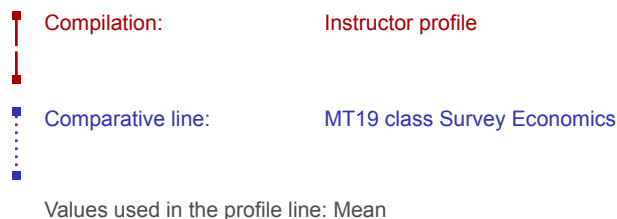
3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



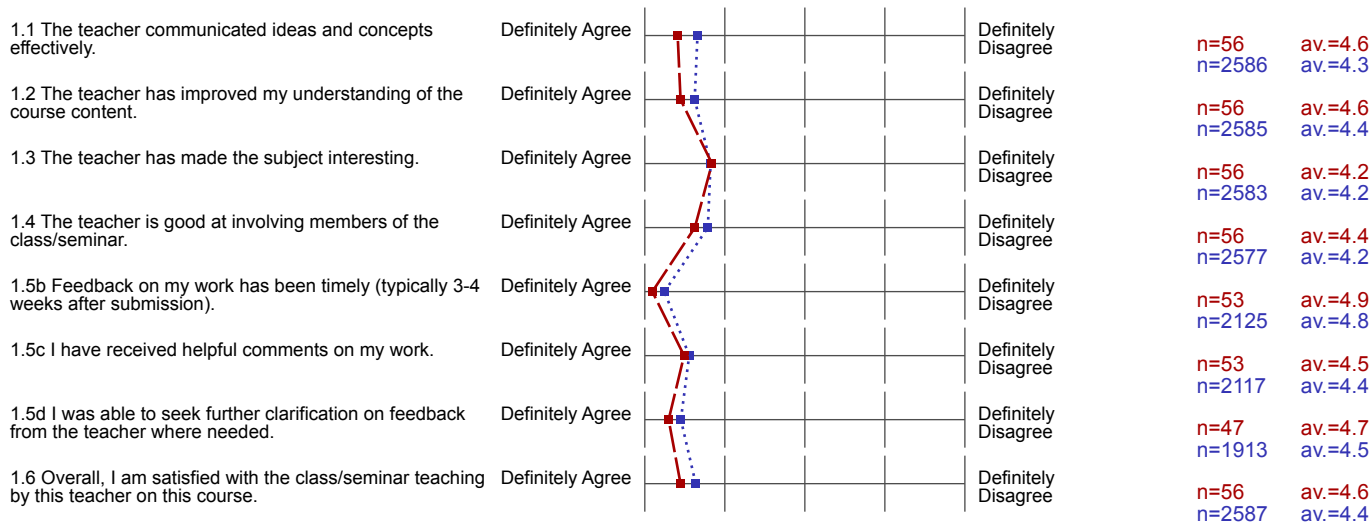
3.3 Please rate your own contribution to classes/ seminars.



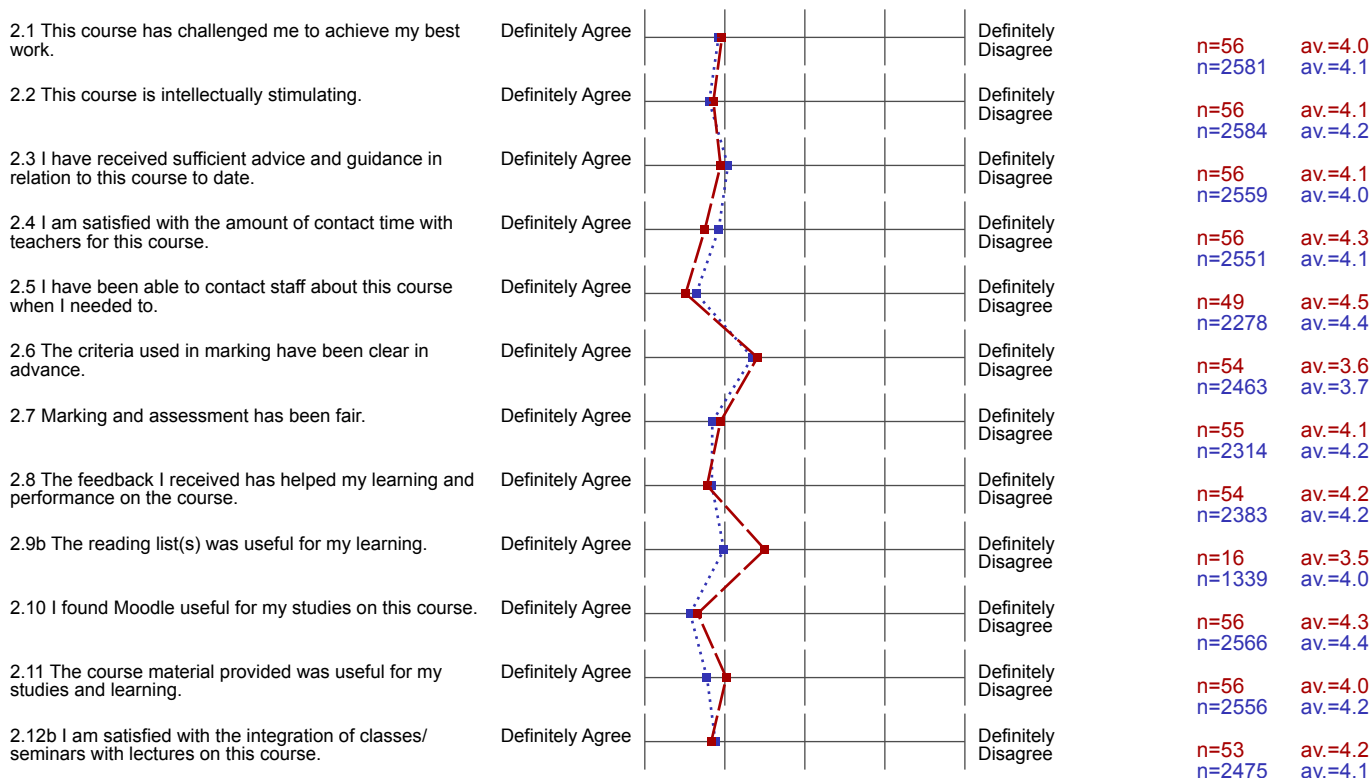
Profile



Class/Seminar Teacher Evaluation



Course Evaluation



2.13 Overall, I am satisfied with my experience on this course.



n=56
n=2587 av.=4.0
av.=4.1

Your Information

3.1c In relation to what you wanted to study, how important was choosing this course to you?



n=6
n=749 av.=3.3
av.=4.1

3.3 Please rate your own contribution to classes/ seminars.



n=52
n=2481 av.=3.5
av.=3.6

Ghassane Benmir
Instructor profile
No. of responses = 15

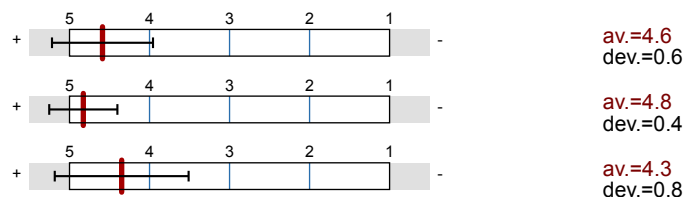


Overall indicators

Global Index

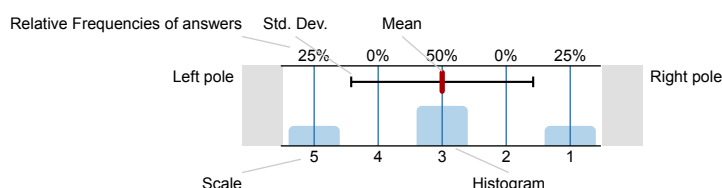
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses

av.=Mean

dev.=Std. Dev.

ab.=Abstention

cf=Cumulative Frequency

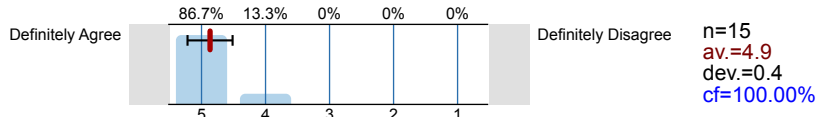
1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole *at this point in time*. Finally, the third section asks for some information about you, to aid analysis. Your views are valuable to your teacher and to the School. The results will be used to identify good practice and will also be used to help improve the teaching and learning experience for you and your peers.

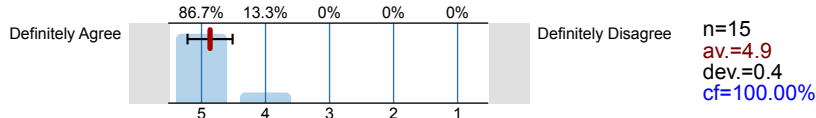
The School reports internal survey results as the percentage of respondents who 'mostly agree' or 'definitely agree' with each statement, in comparison to the percentage of respondents who either 'mostly disagree' or 'definitely disagree' or 'neither agree nor disagree'. The percentage of respondents who 'mostly agree' or 'definitely agree' is the '% Agree' result. For example, the % Agree score means that X % of students on Y course mostly or definitely agree with the statement 'I have received helpful comments on my work'.

Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

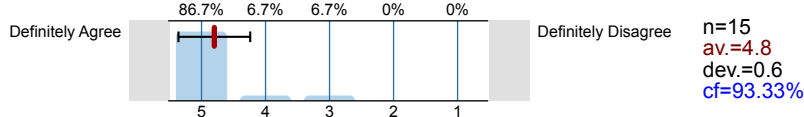
1.1) 1.1 The teacher communicated ideas and concepts effectively.



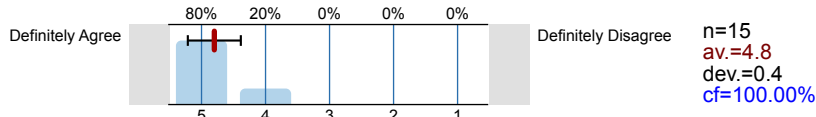
1.2) 1.2 The teacher has improved my understanding of the course content.



1.3) 1.3 The teacher has made the subject interesting.



1.4) 1.4 The teacher is good at involving members of the class/seminar.

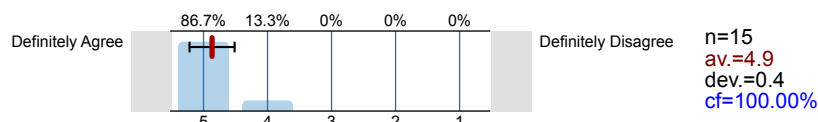


1.5) 1.5 Have you received feedback on your work from this teacher?

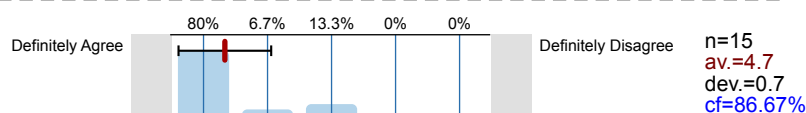


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

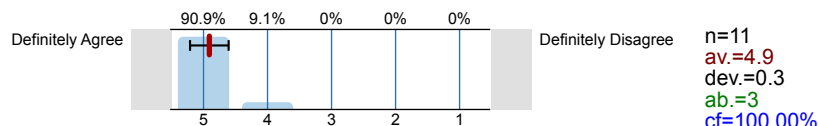
1.6) 1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.7) 1.5c I have received helpful comments on my work.

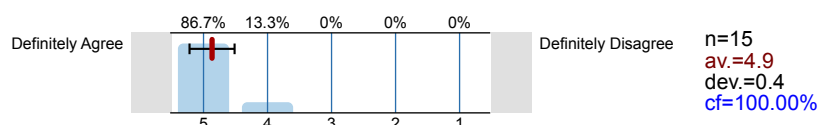


1.8) 1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.9) 1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.10) 1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- Connection of lecture material to macro environment nowadays
- Ghassane is an outstanding class teacher. He goes through each topic carefully, always asks if there is anything we don't understand and is always willing to give extra help to us if we require it.
I am very happy with Ghassane's teaching and strongly attribute my grade (only January exam so far) to his teaching.
- It was really useful how Ghassane went through the questions as we should write them in the exam, ie by clearly linking to course topics.
- Teacher is easily approachable and very friendly.
Good at involving the class.
Good emphasis on using proper terminologies.
- Time allocated to each question
Explanations
Bord Writing

1.11) 1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- -
- Explanations aren't always clear/sometimes can be hard to follow.
Sometimes the class can feel boring, though this is not true most of the time.
- The best lse teacher I met so far!

2. Thank you - Part 1 Complete

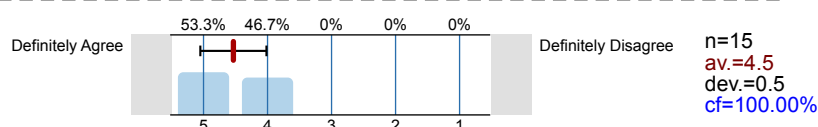
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

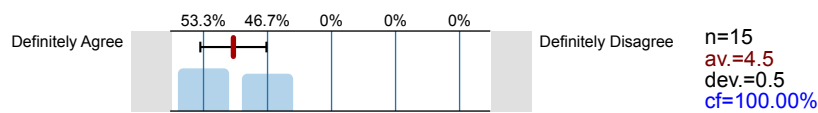
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

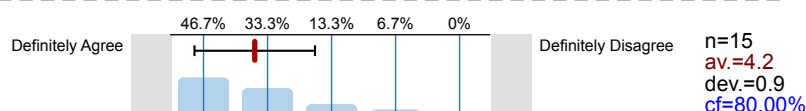
3.1) 2.1 This course has challenged me to achieve my best work.



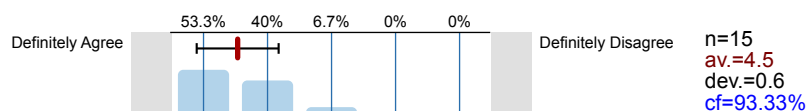
3.2) 2.2 This course is intellectually stimulating.



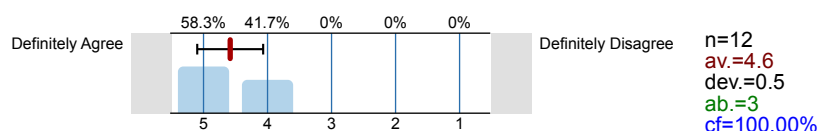
3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.

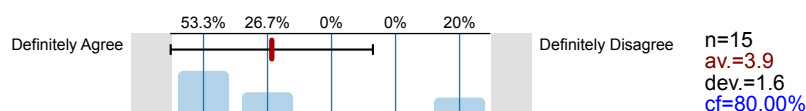


3.6) 2.5 I have been able to contact staff about this course when I needed to.

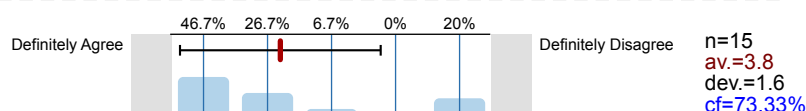


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

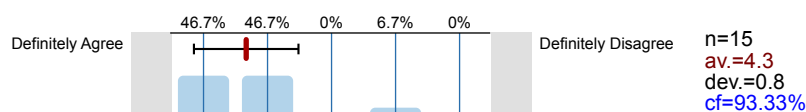
3.7) 2.6 The criteria used in marking have been clear in advance.



3.8) 2.7 Marking and assessment has been fair.



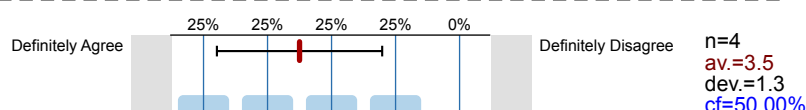
3.9) 2.8 The feedback I received has helped my learning and performance on the course.



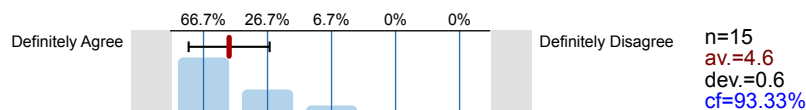
3.10) 2.9 Do you have a reading list for this course?



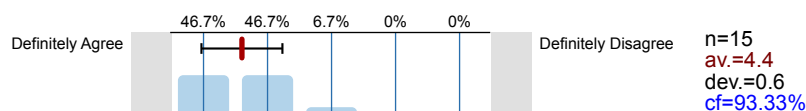
3.11) 2.9b The reading list(s) was useful for my learning.



3.12) 2.10 I found Moodle useful for my studies on this course.



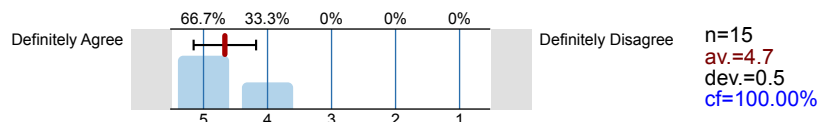
3.13) 2.11 The course material provided was useful for my studies and learning.



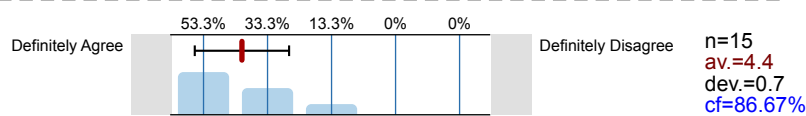
3.14) 2.12 Do you have lectures for this course?



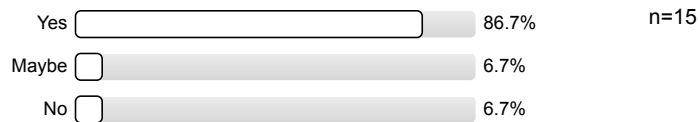
3.15) 2.12b I am satisfied with the integration of classes/ seminars with lectures on this course.



3.16) 2.13 Overall, I am satisfied with my experience on this course.



3.17) 2.14 Would you recommend this course to other students?



3.18) 2.15 Please comment below on aspects of this course you think were particularly good.

■ Content
Lecturer

■ I like how this course covers all the key concepts in Macro and Francesco takes time to explain each topic in depth and gives extra time to the topics which are more difficult.

■ The way the course places a focus on intuitive understanding so that we don't get lost in formulas/numbers.

3.19) 2.15b Please comment below on aspects of this course you think could be improved.

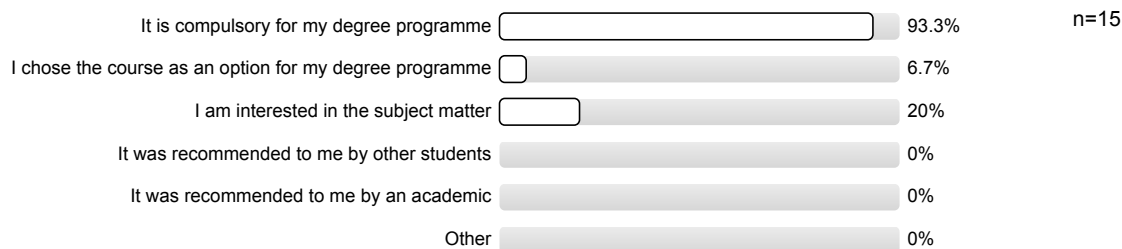
■ Although this is only an introductory course, I would have liked some things to be studied more in depth.

■ Just the overall examination format, which isn't quite the best way to showcase a candidate's understanding and ability. While the marking format for the MCQs is well-intentioned in trying to weed out students who are just guessing, since many times (especially in the quizzes for this Macro courses) the options are often highly ambiguous, and hence this makes the quiz tricky, in a bad way. For the long questions, I also find the marking scheme inflexible since the professor insists that we must adhere to the set of points he has outlined. Even if we may have other points that are also valid, we end up being penalized for that as it is considered "irrelevant", and I find this rather unfair.

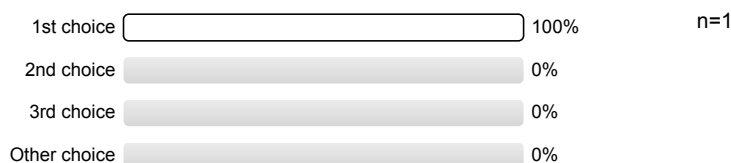
■ Lecture Notes
Quiz content

4. Your Information

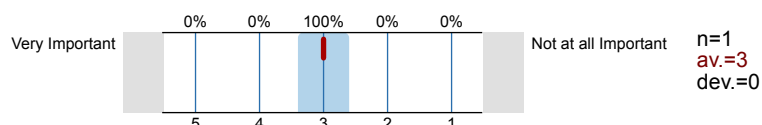
4.1) 3.1 Which of the reasons given below describe why you are taking the course? (Please select all that apply)



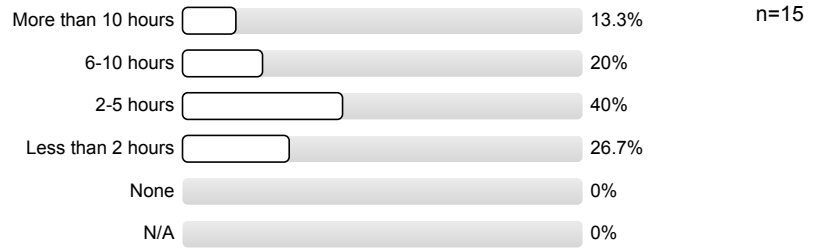
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



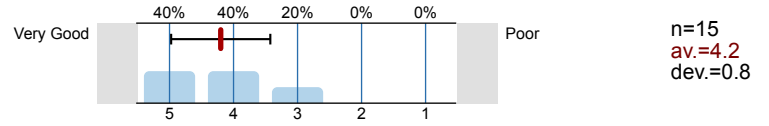
4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



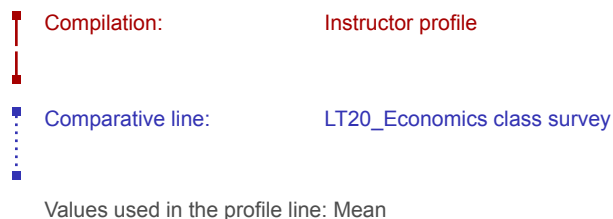
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



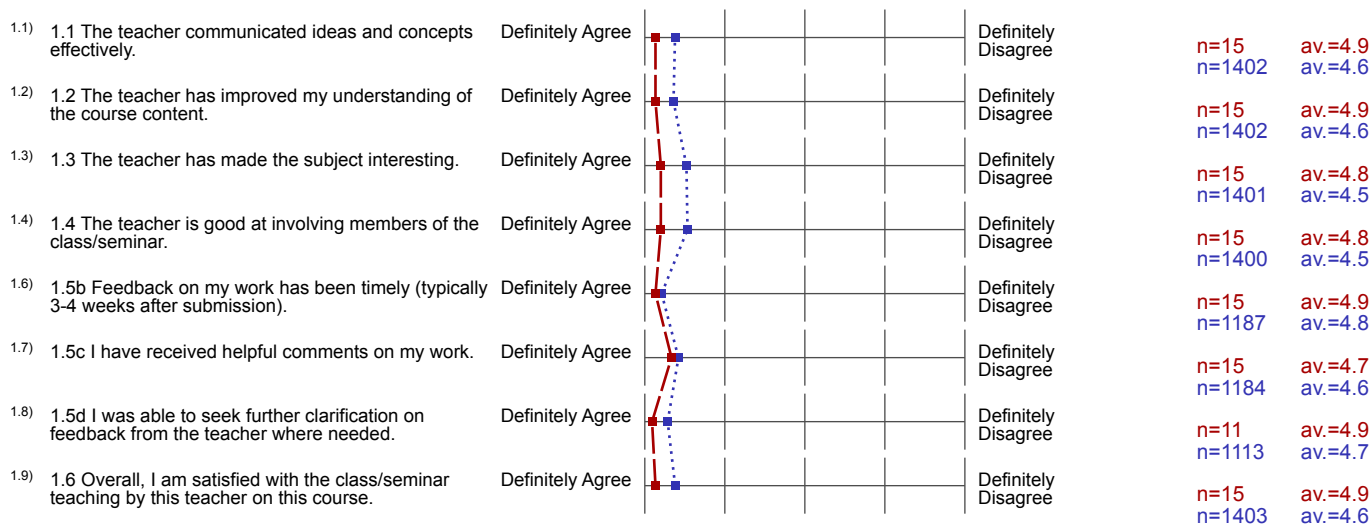
4.5) 3.3 Please rate your own contribution to classes/seminars.



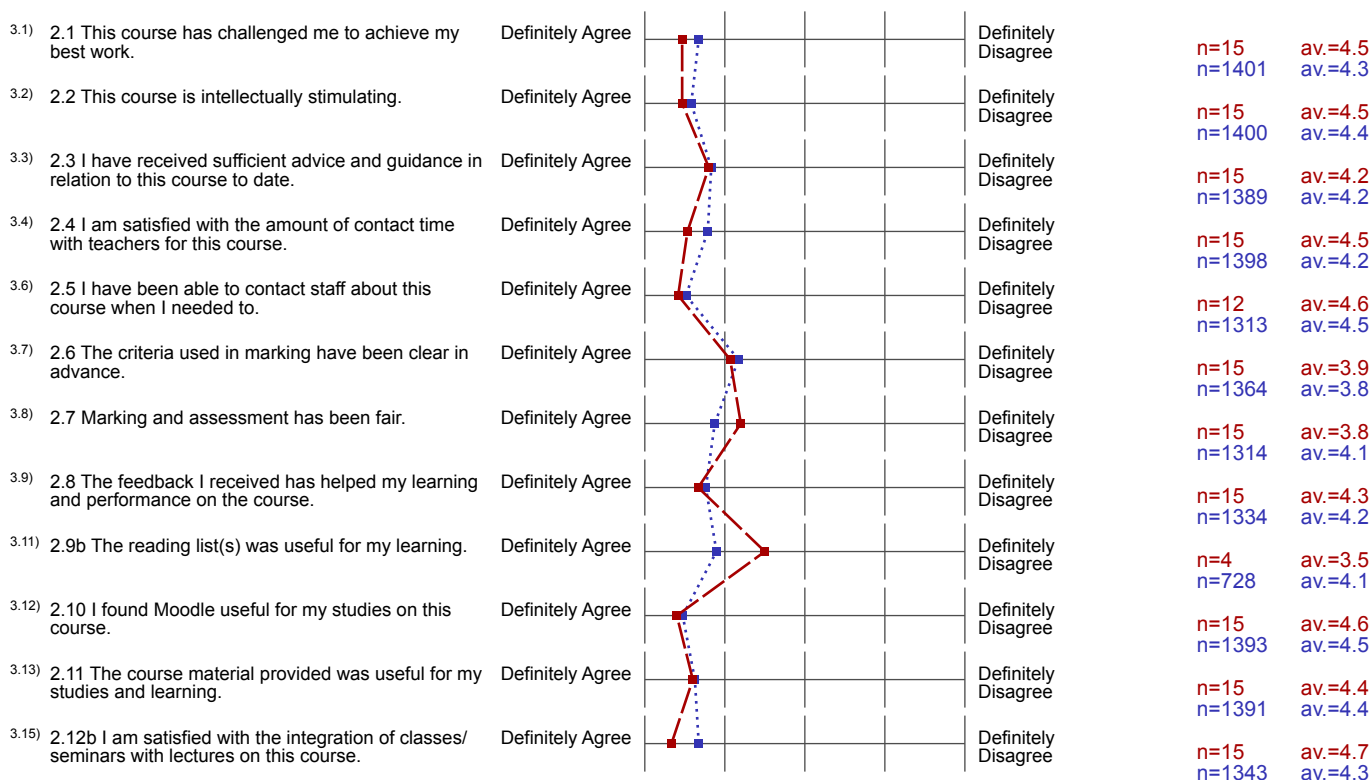
Profile

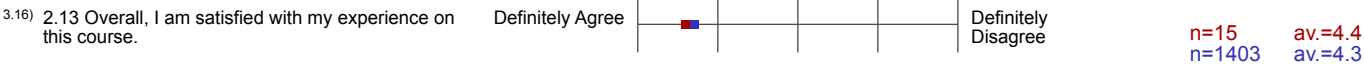


1. Class/Seminar Teacher Evaluation

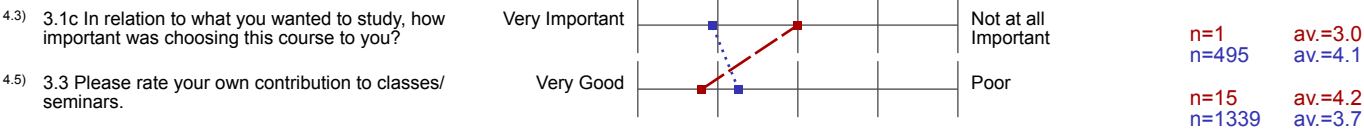


3. Course Evaluation





4. Your Information



Ghassane Benmir
Instructor profile
No. of responses = 56

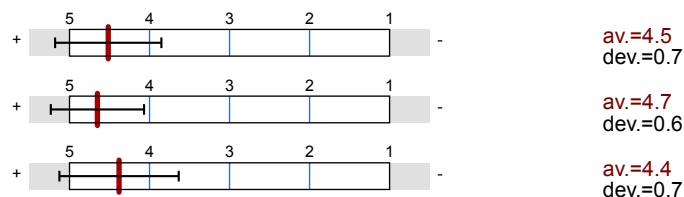


Overall indicators

Global Index

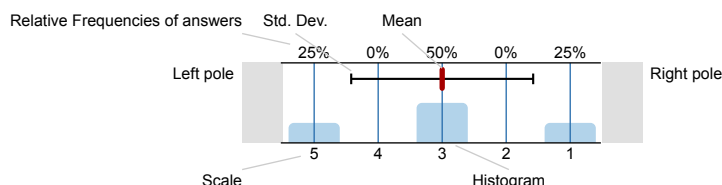
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses

av.=Mean

dev.=Std. Dev.

ab.=Abstention

cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

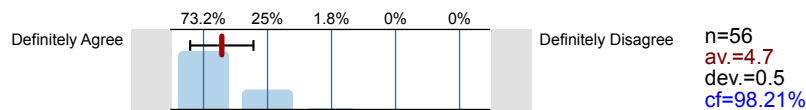
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

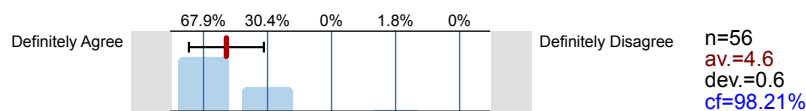


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

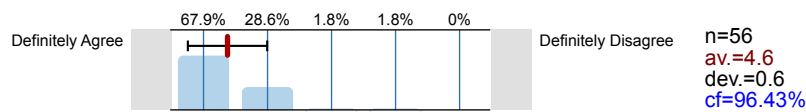
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



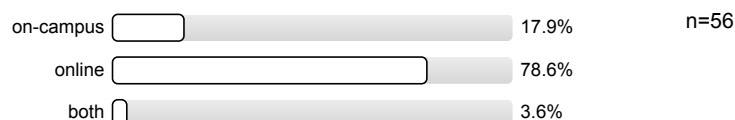
- 1.3) 1.2 The teacher has improved my understanding of the course content.



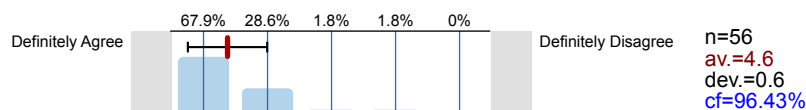
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

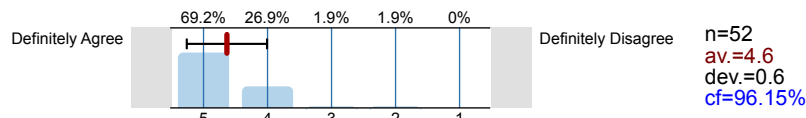


1.7) 1.5 Have you received feedback on your work from this teacher?

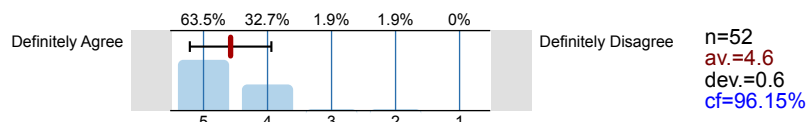


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

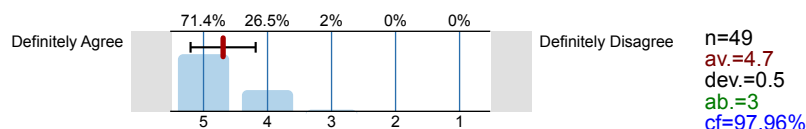
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

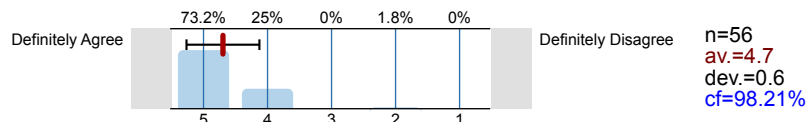


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- Clear explanation of every problem set. Remind us the things that need to be covered in the answer such as plotting a graph to help the explanation.
- Clear explanation of the problem sets
- Engaged us during the lessons through person-specific questions.
- Free chat session. Appreciated it a lot.
- Going through the week's summary before class
- Good explanations on how to answer the questions on exams.
- He always show us the summary of the course each week, which i can have a more clear understanding about this course.
- He does a lecture summary right before going into mcqs/ problem sets which I found to be extremely helpful. he also stays behind 10-15mins after the class actually ends so we can clarify any questions that we may have.
- He explains the concepts very clearly
- He gives very detailed feedback of submitted work and his classes are engaging. He tries to get students involved in the lessons.
- His enthusiasm for the subject and helping us understand the course. He tries his best to integrate the students of the class, which is great
- Kind, fast paced, very helpful topic summaries

- Mr Ghassane is willing to take time to answer our doubts, thought it often leads to lack of time to discuss the last questions in our problem set.
- Our class teacher went through every part of the problem set with great details. This was quite helpful!
- Provided audio feedback. Nice touch showing effort in overcoming the walls of virtual learning
- Teacher gives us opportunities to ask questions after the lesson, which is I believe a really useful extra 10 minutes for us.
- The explanation of the questions is really clear and easy for me to understand. This helps me have a better understanding of knowledge.
- The feedback given on problem sets really help me to better understand what types of answers are being looking for and how to structure my answers by combining explanations in words and graphs. The use of real-life examples while explaining questions in quizzes and problem sets are also helpful in understanding the situation.
- The summary of the previous week's content at the beginning of each class and putting the problems in real word contexts are both very helpful.
- The teacher interacts with the students, which helps in improving the level of involvement and understanding.
- The teacher stays longer than usual in the classes in case we want to ask questions, and always connects out topics to global issues and shows the application of what we learn in real-world examples.
- The teacher talks through each question with specific problems which I think are very helpful.
- The teaching was done at a very good pace, not too slow not too fast. He encourages all to participate and help us with the harder questions.
- The use of simplified examples
- Thorough explanation of each topics. Interaction between students by purposefully making explanations wrong.
- Very positive and lively
- Writes down common mistakes that people make in class to see if we can spot the mistake, then corrects it after if no one spots the problem with the working out or the answer.
- after class sessions where we discussed about concepts and ask questions were really helpful
- very clear teaching during classes and provided audio feedback which i really appreciated

1.13) 1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- -
- 1. Please Spend more time on the problem set instead of the quiz.
- 2. Please try to mark and provide more individual feedback problem set.
- A bit more of time keeping is appreciated.
- Everything is fine now!! The time management of classes greatly improve during the semester!
- I don't know if it is my teacher's fault, but my class lack discussion. Although I've seen my teacher trying to encourage my class to be more active, I feel only a few of us talk.
- It would be very nice if we can have a recording of the class
- Maybe give some exam tips.
- My teacher gave me very detailed feedback via audio on my problem set 7 which I really appreciate but I think it'd be a better idea if him could give us written feedback because the audio was a bit difficult for me to hear. Plus written feedback is more clear and quicker to access.
- Nothing
- Nothing that I can think of on the top of my head.
- Nothing.
- Slightly more focus on exams - what type of questions, and where marks are allocated
- Sometimes the class time extend beyonds an hour.
- Sometimes, the ideas could be explained a bit more clearly

- nothing really, i thoroughly enjoy classes and find them to be very helpful in clarifying content
- providing feedback on our submitted work more often if possible
- the quality of sound in classes is not that good, there are some noise when speaking.

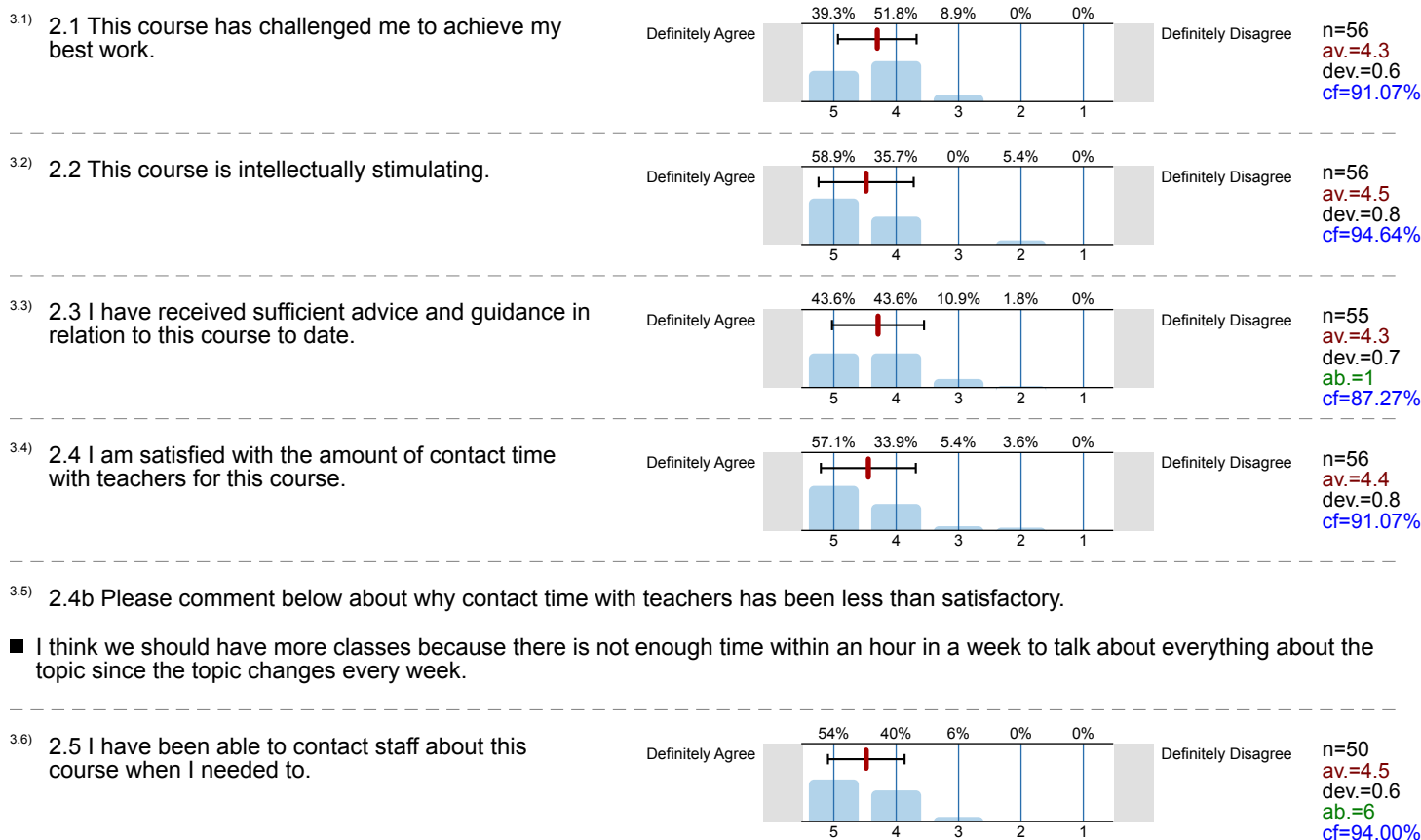
2. Thank you - Part 1 Complete

Thank you for completing the teacher evaluation of the class/seminar survey.

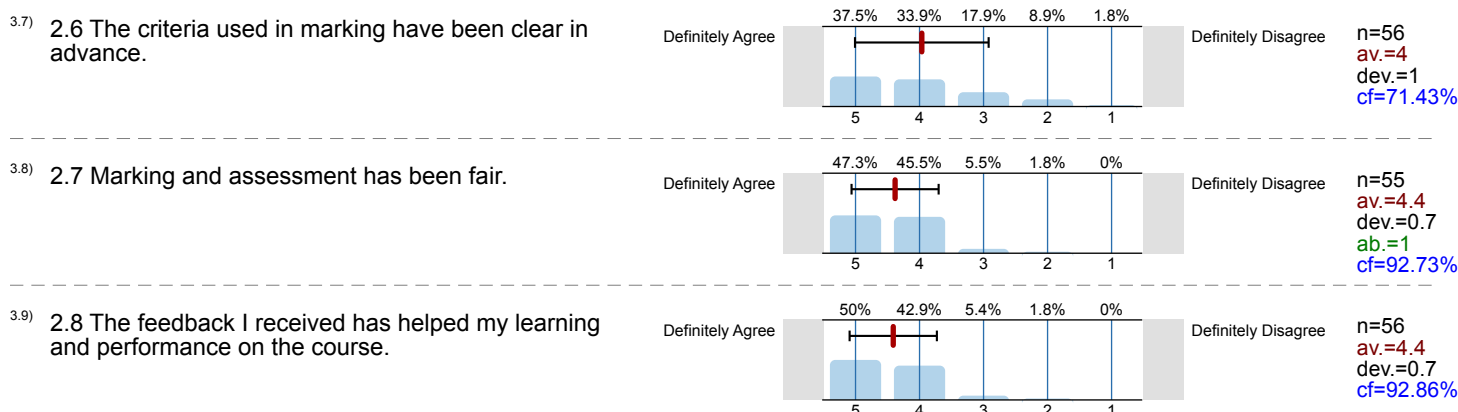
The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:



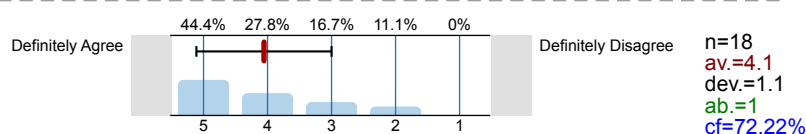
Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:



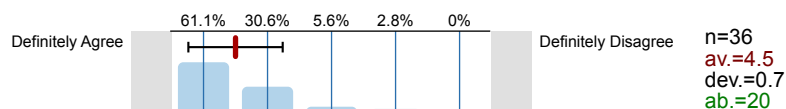
3.10) 2.9 Do you have a reading list for this course?



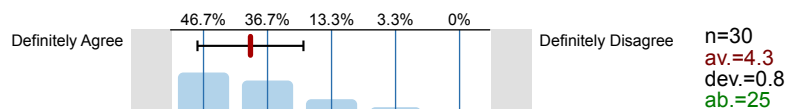
3.11) 2.9b The reading list(s) was useful for my learning.



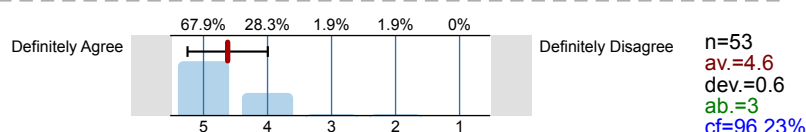
3.12) 2.9c I have been able to access all my essential readings for this course.



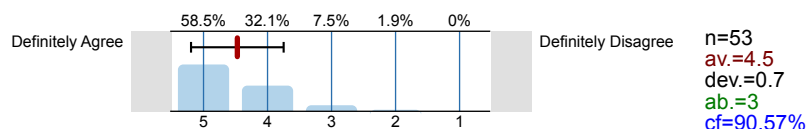
3.13) 2.9d I have been able to access all my further readings for this course.



3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



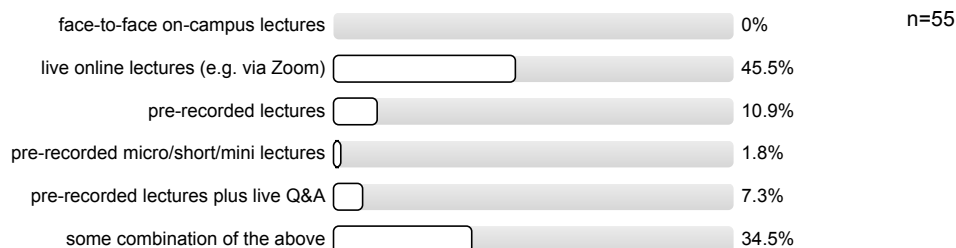
3.15) 2.11 The course material provided was useful for my studies and learning.



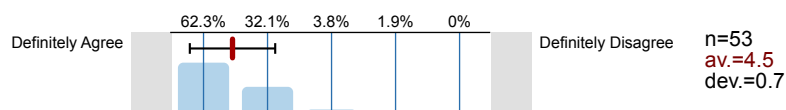
3.16) 2.12 Do you have lectures for this course?



3.17) 2.12b How are lectures delivered on this course:



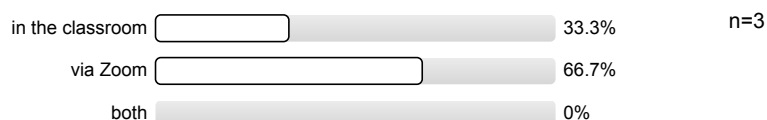
3.18) 2.12c I am satisfied with the integration of classes/ seminars with lectures on this course.



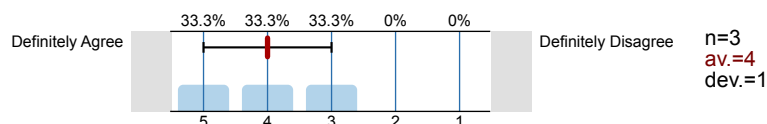
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



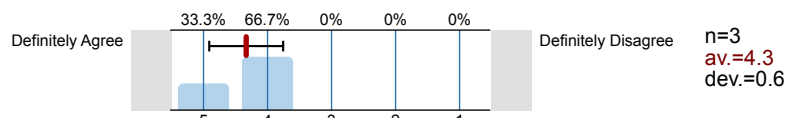
3.20) 2.13b Have you participated in these sessions



3.21) 2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.



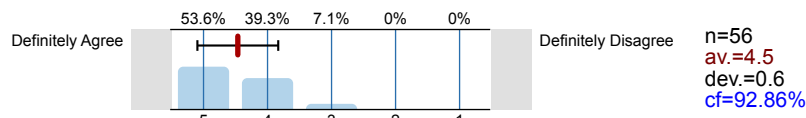
3.22) 2.13d I have been able to participate actively in these classes/seminars.



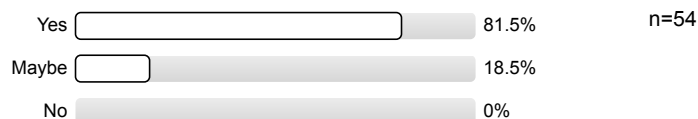
3.23) 2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well.



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

- EC102 Live lectures are interesting and the lecturer often invite guest speakers who were all relevant to the course.
- Enjoyable topics
- Fun
- I particularly liked the way Ronny explained how to understand economic concepts which we learnt at A levels
- I really like the beginnings of lecture with several songs!
- It is an interesting course and stimulates intellectual thinking
- Moving lines on the diagrams are very useful for illustration and understnading purposes.
- Quiz, PS and particularly the extra-curricular Sets of questions.
- The amount of content is not too big/little. I enjoy having guest speakers in lectures as it links what we learn to the real world.
- The content is well organized. I have studied economics at a high school level and I find this course builds upon my background knowledge so that I don't waste my time.
- The course material is very interesting.
- The teaching method is full of logic and interest that attract me to focus.
- This course is really interesting and provides me insights into various topics into microeconomics. The use of examples in daily life helps me better understand the theories.
- professors and teachers all very motivated and involved
- relevance to real life examples and inviting guest lecturers.
- there is constant application to real life examples
- weekly lectures and problem sets and midweek tasks

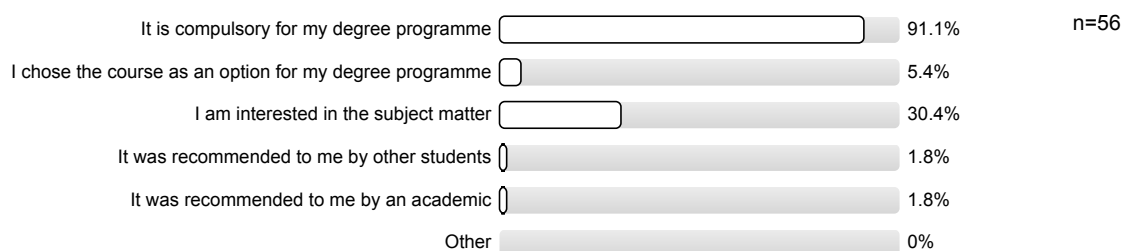
3.28) 2.16b Please comment below on aspects of this course you think could be improved.

- Everything is fine!
- I think it's overall good.

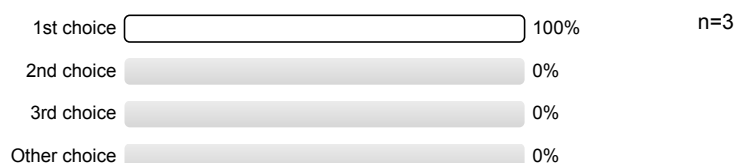
- More practice questions and maybe suggest some extra materials(readings..etc) for some topics
- N/A.
- No sure.
- None
- Nothing
- Nothing.
- Reading suggestions could be increased.
- lecture content could be delivered more clearly
- more material
- nil

4. Your Information

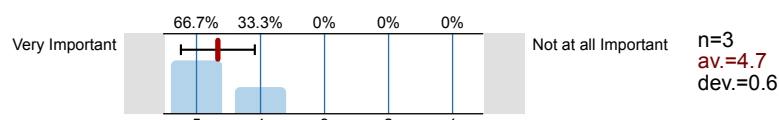
4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



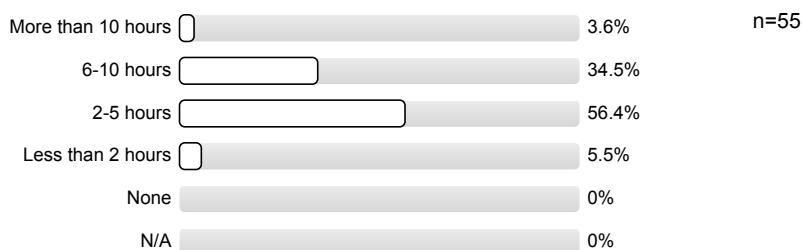
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



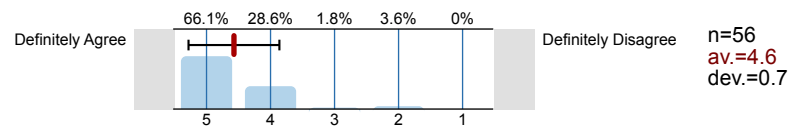
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



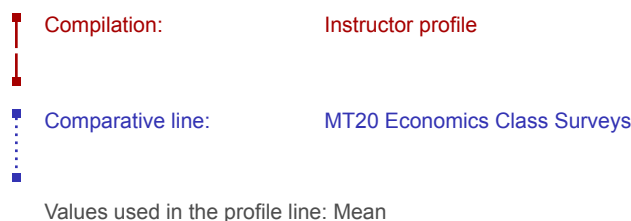
4.6) 3.4 Do you have an Inclusion Plan related to a declared disability?



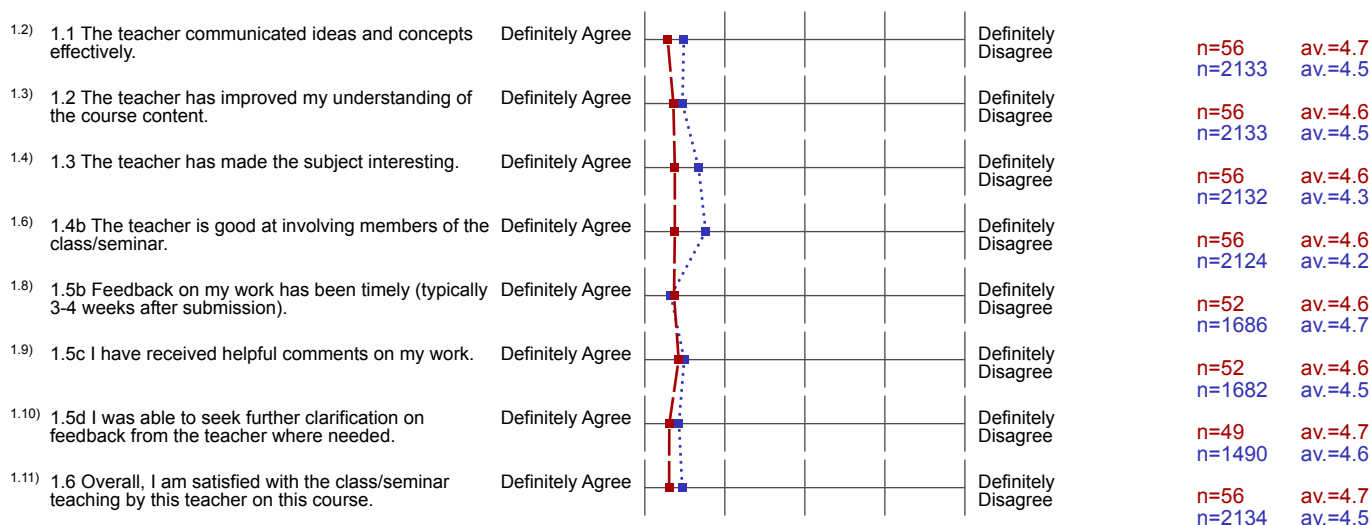
- 4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



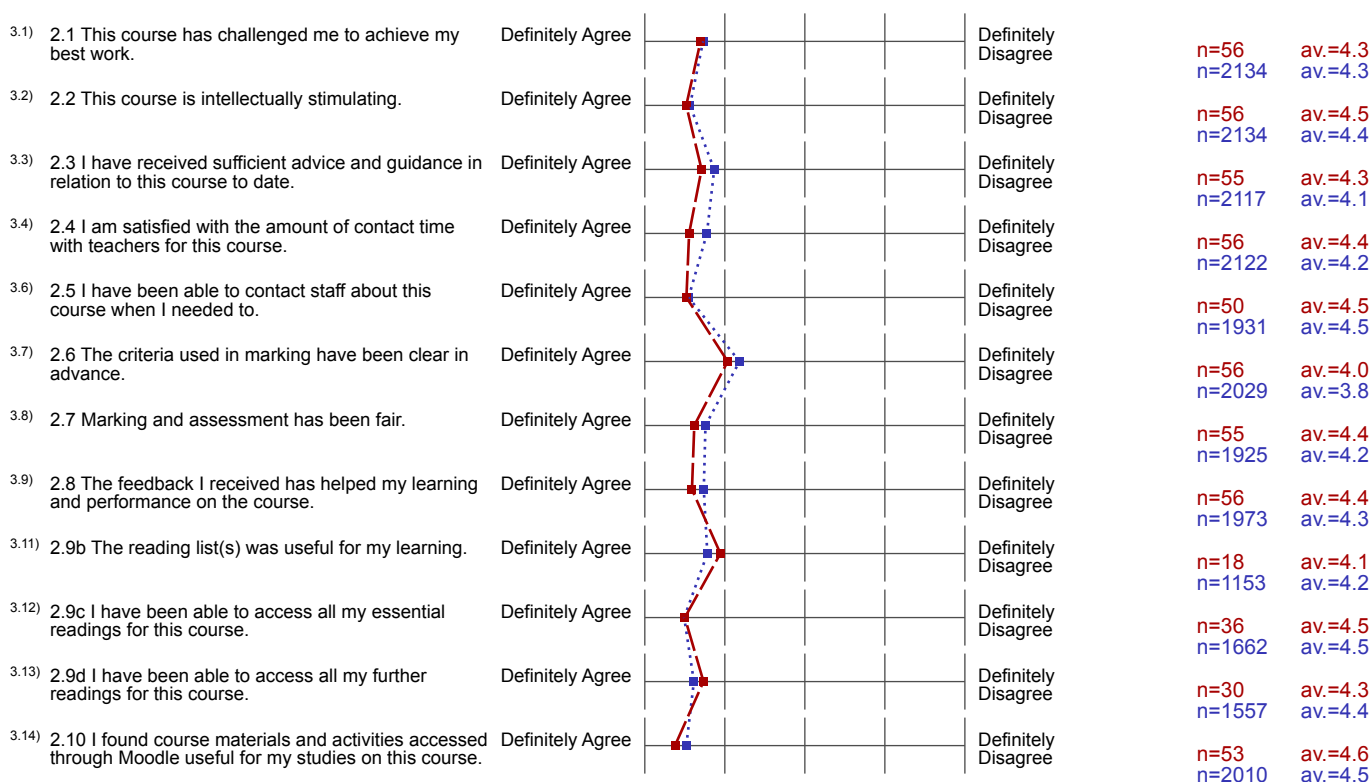
Profile





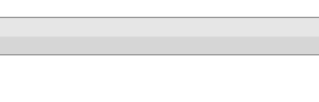



1. Class/Seminar Teacher Evaluation





3. Course Evaluation



3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=53 n=2024	av.=4.5 av.=4.4
3.18)	2.12c I am satisfied with the integration of classes/ seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=53 n=2017	av.=4.5 av.=4.3
3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.	Definitely Agree		Definitely Disagree	n=3 n=214	av.=4.0 av.=4.5
3.22)	2.13d I have been able to participate actively in these classes/seminars.	Definitely Agree		Definitely Disagree	n=3 n=215	av.=4.3 av.=4.5
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well.	Definitely Agree		Definitely Disagree	n=3 n=211	av.=4.0 av.=4.5
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=56 n=2134	av.=4.5 av.=4.3

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=3 n=513	av.=4.7 av.=4.2
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=56 n=2120	av.=4.6 av.=4.6

Ghassane Benmir
Instructor profile
No. of responses = 21

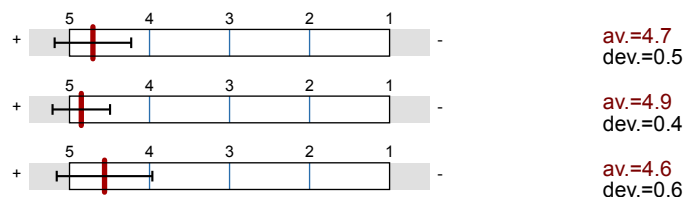


Overall indicators

Global Index

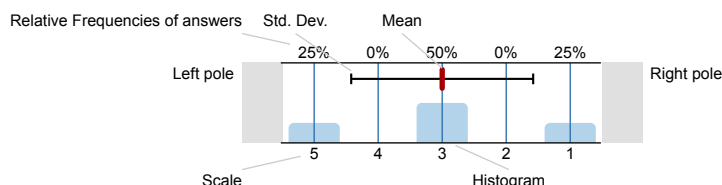
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses

av.=Mean

dev.=Std. Dev.

ab.=Abstention

cf=Cumulative Frequency

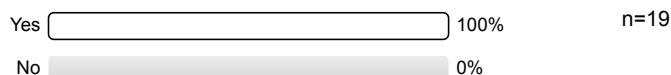
1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

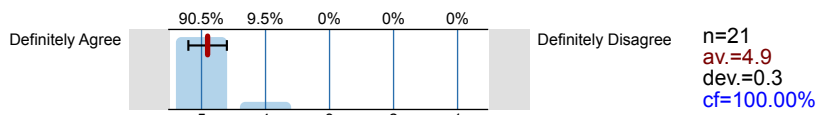
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

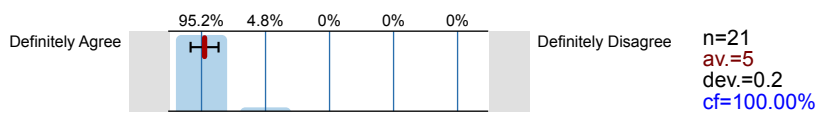


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

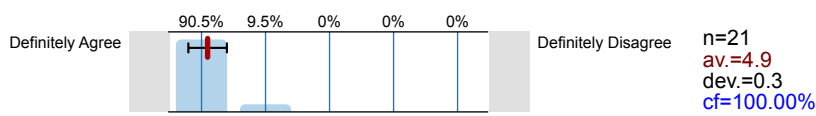
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



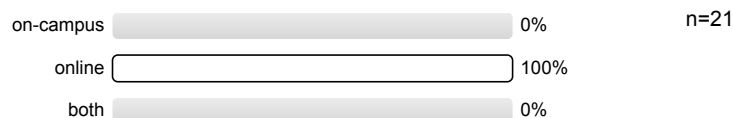
- 1.3) 1.2 The teacher has improved my understanding of the course content.



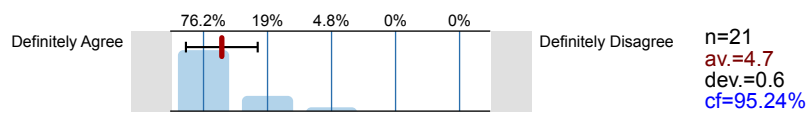
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

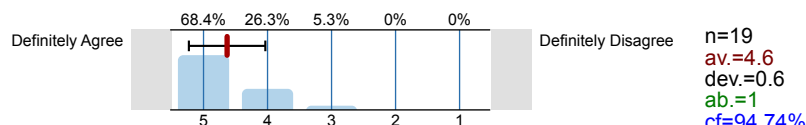


1.7) 1.5 Have you received feedback on your work from this teacher?

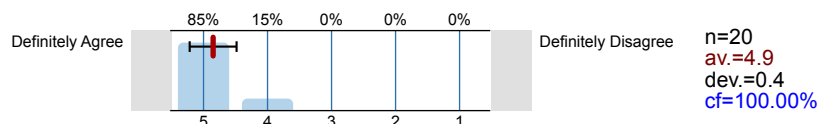


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

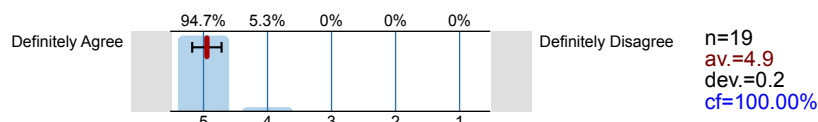
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

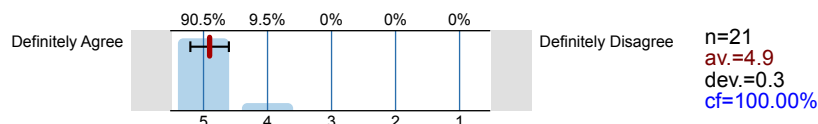


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- Breaking down the comments and content into digestible parts and connecting them later.
- Ghassane clearly wants us students to excel in his class. He explains the concepts from a different perspective than the lecture so we have a sort of two dimensional understanding of the materials. If anyone does not understand a concept nevertheless, he takes the time to explain it in detail after class. He is always available when we reach out and happy to help out. An excellent teacher.
- He is very willing to give up his time to help us out. He did a 1 to 1 meeting with us to give personal feedback on our work.
- I feel like our teacher goes beyond what is expected of him. Compared to my other teachers I feel like I can always reach out to him and he will never stop explaining before I understand. He goes over the material in detail and an extra summary he prepares. He can find some extra time for office hour if we need it. The material was especially hard in the lent term for me, and he understands it and puts more effort compared to the last term.
- Plenty of office hours.
- Really well-structured lessons, content is broken down and made simpler by Ghassane. Would be happy to be taught again by him in the future.
- The summary at the beginning of each class is very helpful as it summarizes the whole content of the previous weeks, accompanied by detailed explanation. The fact that this was written to replicate the scenarios I'm the quiz/problem set is also helpful as we can use this throughout our class, relaxing some timing constraints. In addition, the teacher have tried his best to fit everything on time, following my comment on the Michaelmas term. So, this is another area of improvement worth mentioning.

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

■ -

- He is perfect!
- I think my teachers moodle was broken for a bit, didn't receive any feedback for a bit. Have received it now and was very useful
- Maybe it was because this year was online, but only a few people participated actively in the class throughout the year.
- Sometimes the handwriting was a bit difficult to read and some symbols are inconsistent with the lectures. Thus, it would be better if we could have different symbols aligned to avoid confusion.

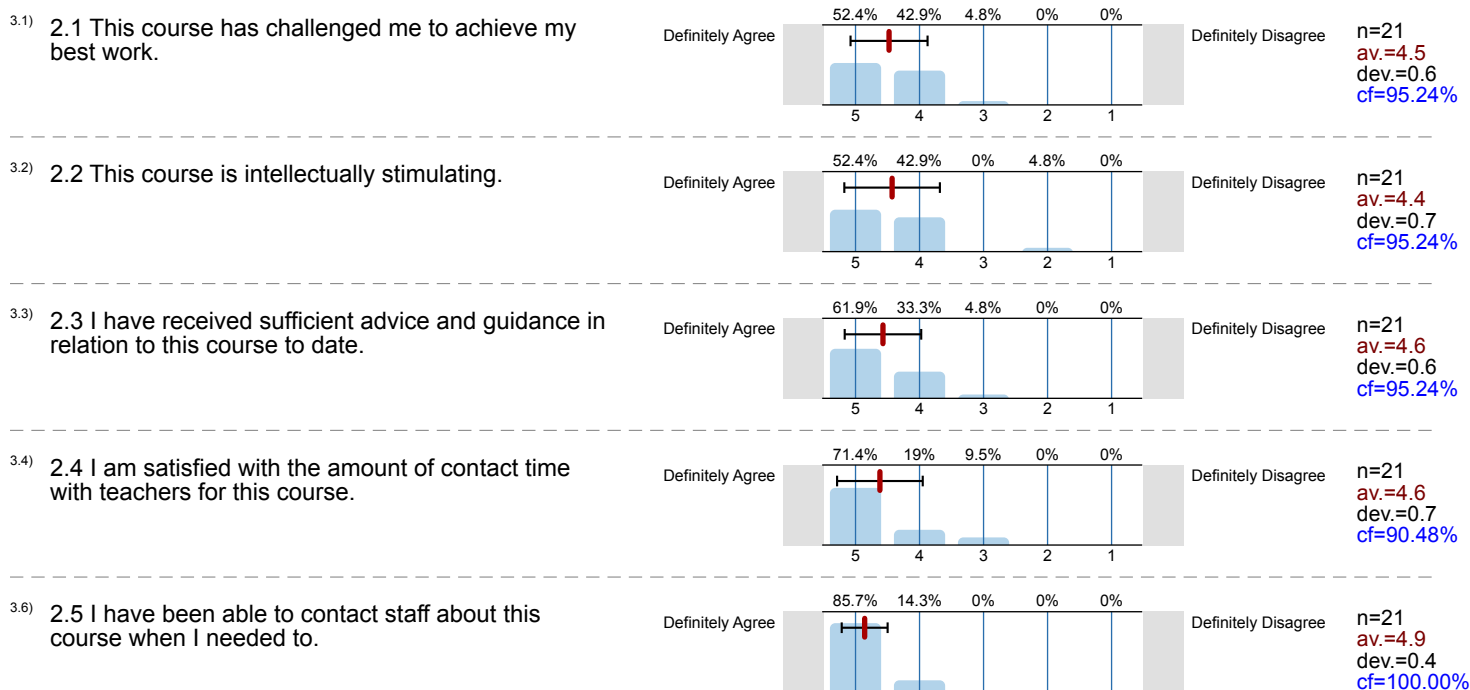
2. Thank you - Part 1 Complete

Thank you for completing the teacher evaluation of the class/seminar survey.

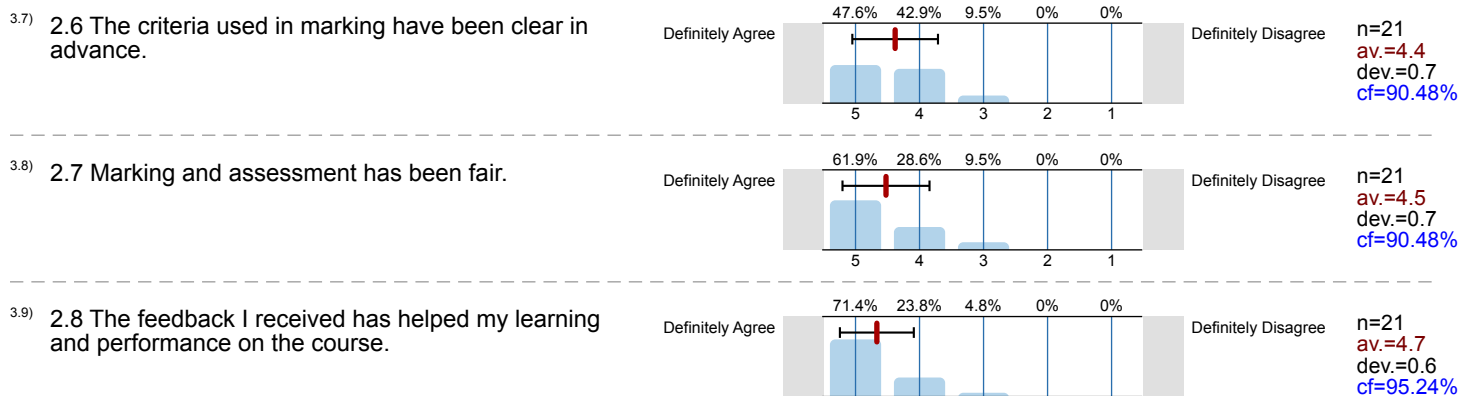
The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:



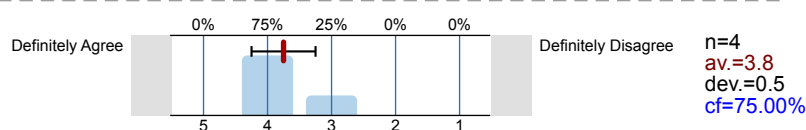
Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:



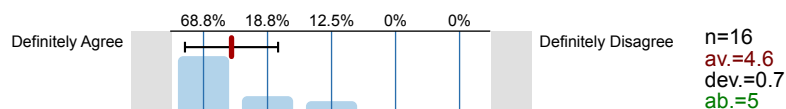
3.10) 2.9 Do you have a reading list for this course?



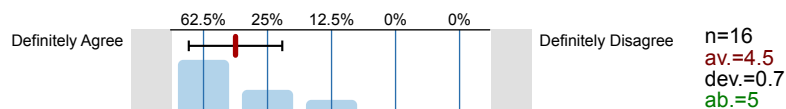
3.11) 2.9b The reading list(s) was useful for my learning.



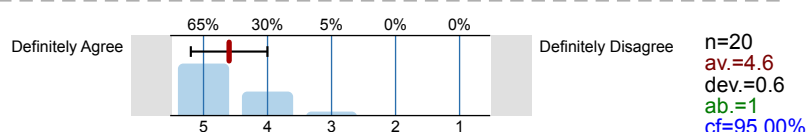
3.12) 2.9c I have been able to access all my essential readings for this course.



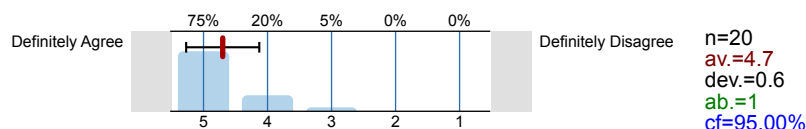
3.13) 2.9d I have been able to access all my further readings for this course.



3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



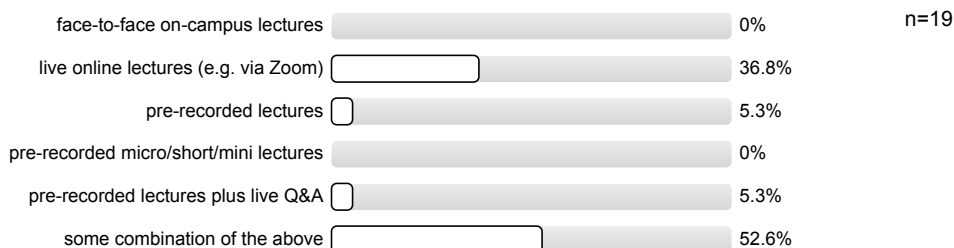
3.15) 2.11 The course material provided was useful for my studies and learning.



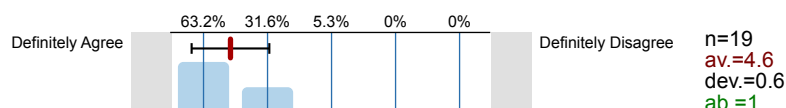
3.16) 2.12 Do you have lectures for this course?



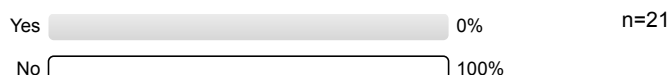
3.17) 2.12b How are lectures delivered on this course:



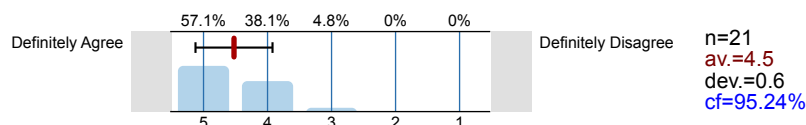
3.18) 2.12c I am satisfied with the integration of classes/ seminars with lectures on this course.



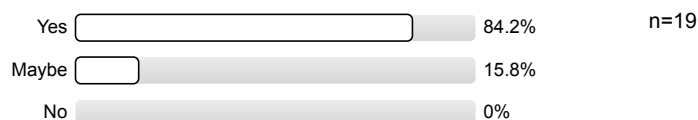
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

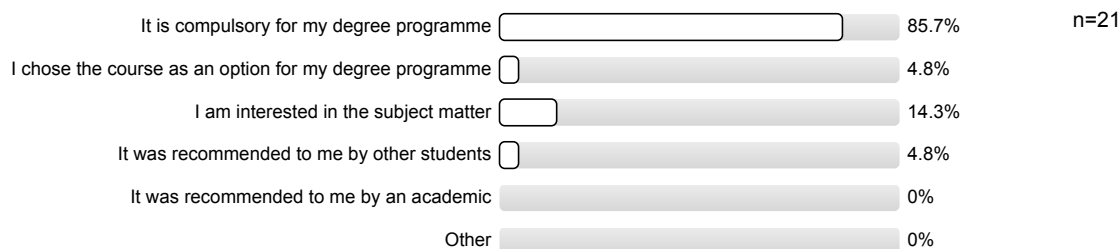
- Everything
- Included pop culture references into the lectures and making the content relevant to current developments.
- The structure of the course is very well-organized as it continuously build on the materials of previous weeks, helping us revised throughout. Also, it helps made clear where the story starts and ends. The lecturer has also made the subject more interesting by trying to putting in the context of movie.
- This course helped me to construct a model rather than understanding an existing one. I feel I can now start from the beginning and construct an economic model by myself.
- putting together the whole model in the end and showing how using the model one can predict how different shocks affect the economy

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

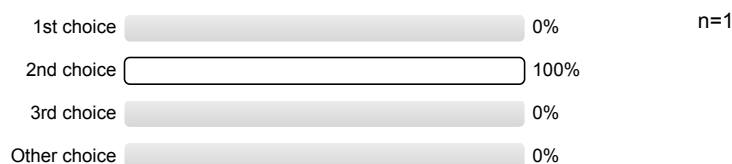
- In general, I found that the time in class is almost always not enough, particularly when the materials become more challenging. There are loads of questions that should be addressed and lots of contents to cover. This often leads to rushing towards the end of the class while we are covering problem sets, which is where most of the marks are allocated to. I believe that this is not the problem only to my teacher, so it would be more helpful if we could have more class time eg. 1.5 hours.
- Lent term material was so complicated. I think a textbook or a pre-prepared lecture note as a textbook would be very helpful.
- Less math plzz
- it would be great to get an overview of the different weeks in the beginning. in particular it would be great to know that the first weeks are individual concepts that are then all tied together in one model in the end because in the first weeks i was a bit confused about the connections between the different weeks and how this information could be used together - worked out in the end when the final model was introduce but would be great to get an overview in the beginning

4. Your Information

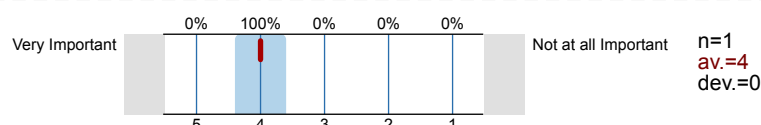
4.1) 3.1 Which of the reasons given below describe why you are taking the course? (Please select all that apply)



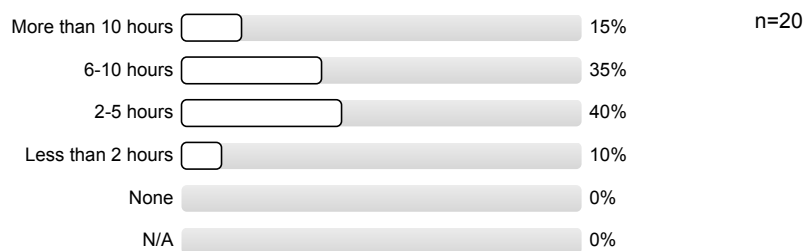
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



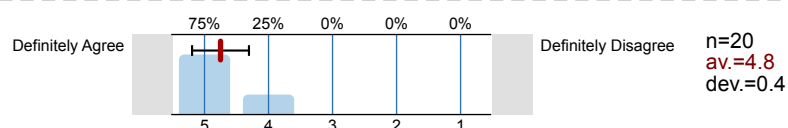
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



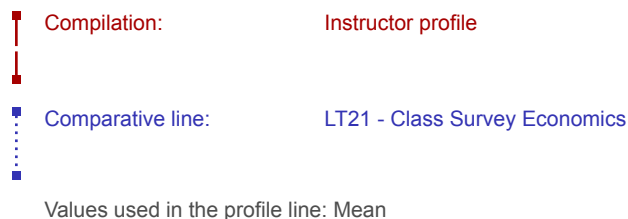
4.6) 3.4 Do you have an Inclusion Plan related to a declared disability?



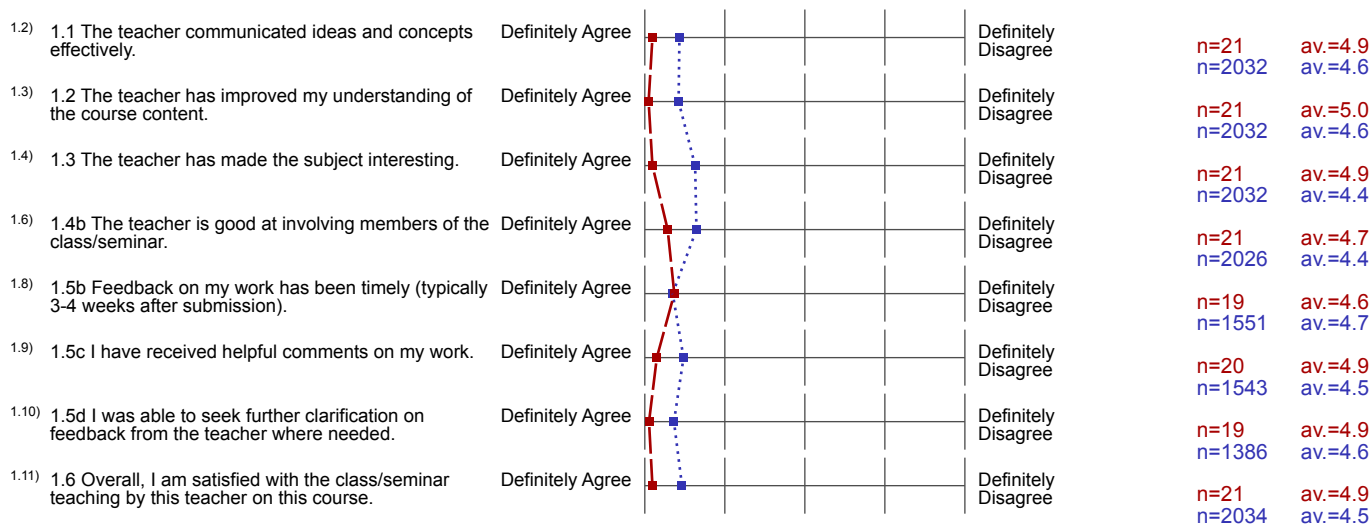
4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



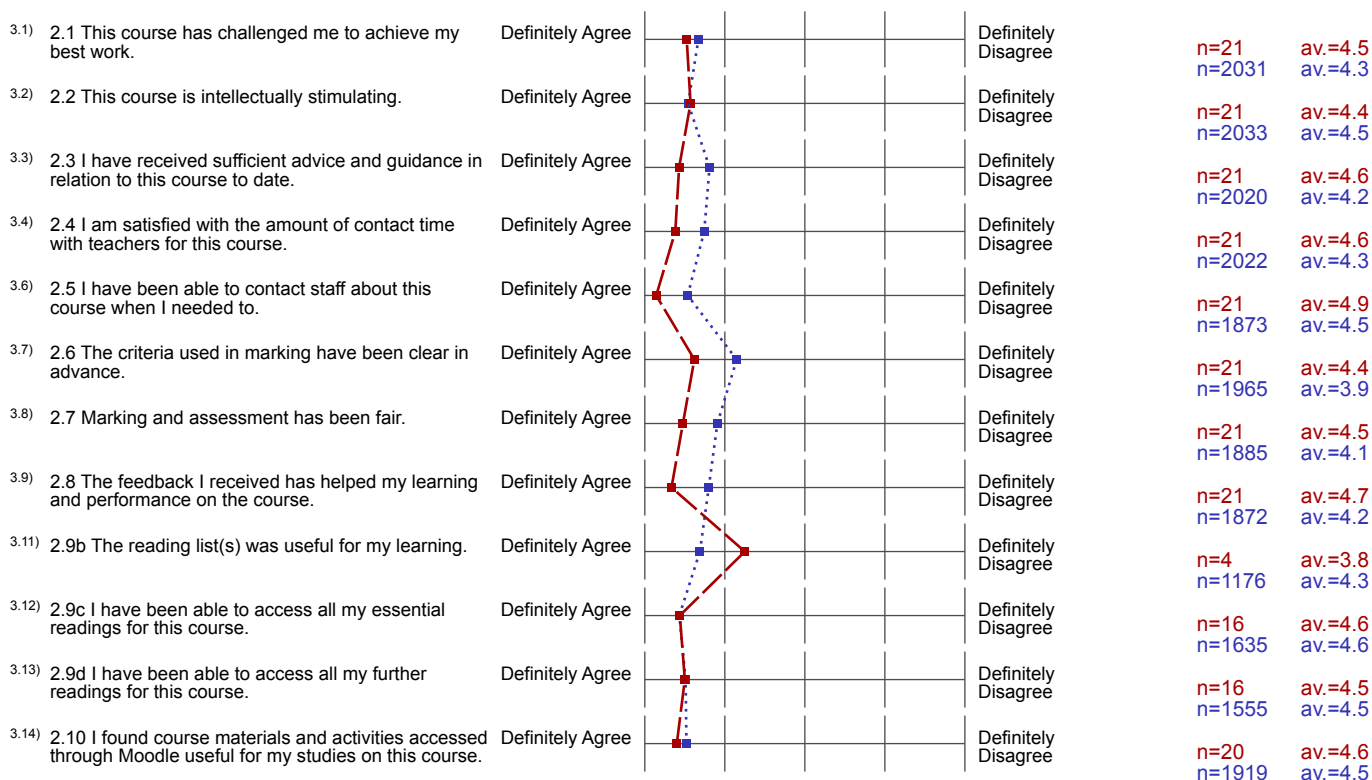
Profile


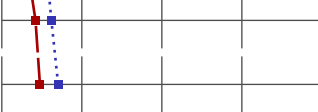



1. Class/Seminar Teacher Evaluation

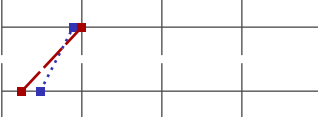



3. Course Evaluation



3.15) 2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=20 n=1932	av.=4.7 av.=4.5
3.18) 2.12c I am satisfied with the integration of classes/ seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=19 n=1953	av.=4.6 av.=4.4
3.25) 2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=21 n=2034	av.=4.5 av.=4.3

4. Your Information

4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=1 n=603	av.=4.0 av.=4.1
4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=20 n=2016	av.=4.8 av.=4.5

Ghassane Benmir
EC1A3.A Microeconomics I - Group 8
No. of responses = 8

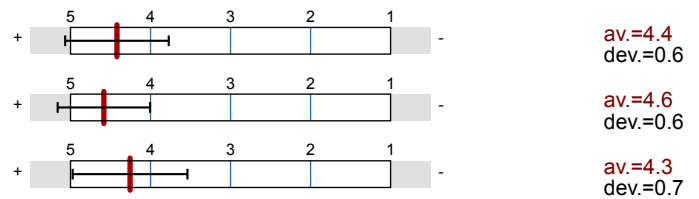


Overall indicators

Global Index

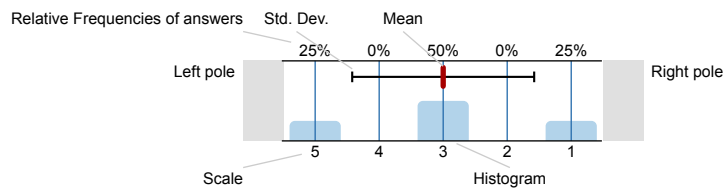
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention
cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

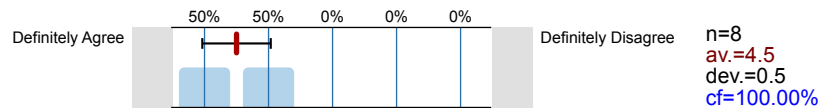
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

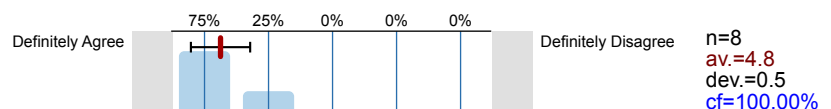


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

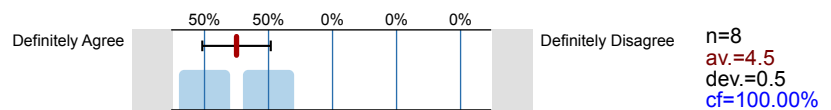
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



- 1.3) 1.2 The teacher has improved my understanding of the course content.



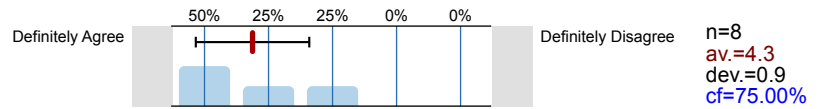
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

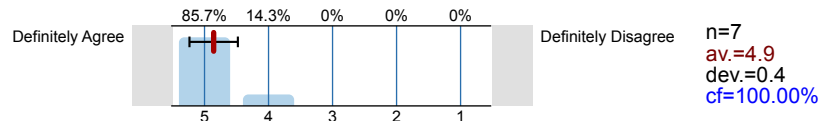


1.7) 1.5 Have you received feedback on your work from this teacher?

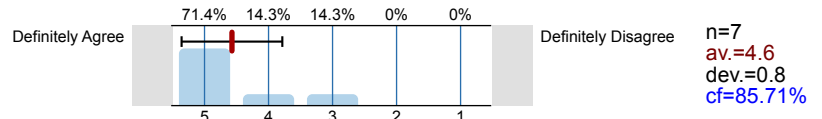


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

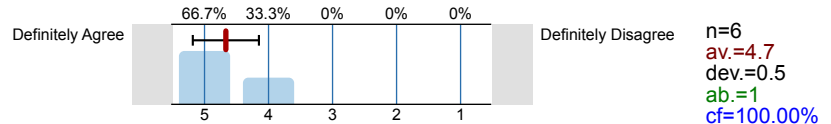
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.



1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

■ I enjoy the way the class is delivered, keeps the content interesting

2. Thank you - Part 1 Complete

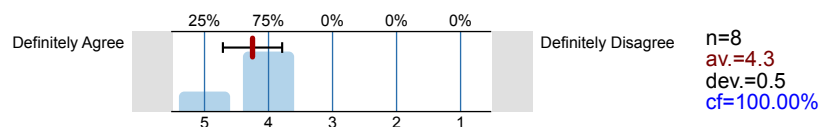
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

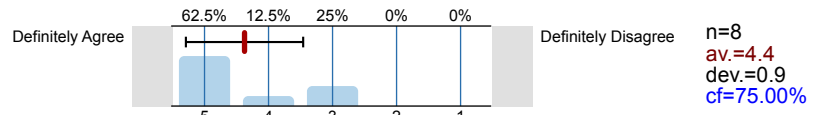
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

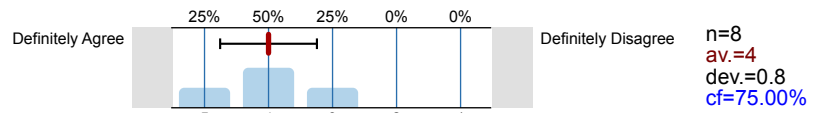
2.1 This course has challenged me to achieve my best work.



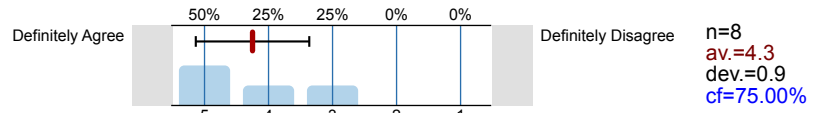
3.2) 2.2 This course is intellectually stimulating.



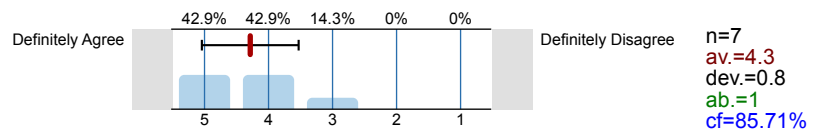
3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.

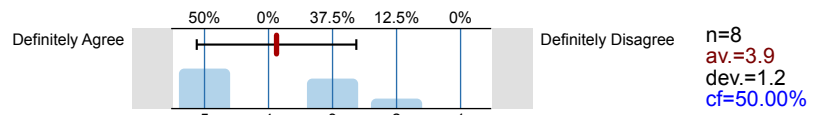


3.6) 2.5 I have been able to contact staff about this course when I needed to.

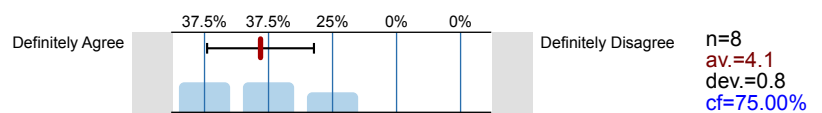


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

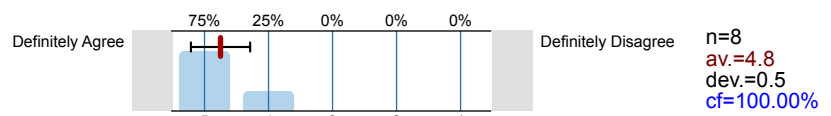
3.7) 2.6 The criteria used in marking have been clear in advance.



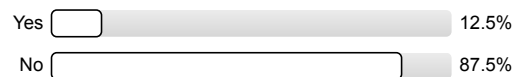
3.8) 2.7 Marking and assessment has been fair.



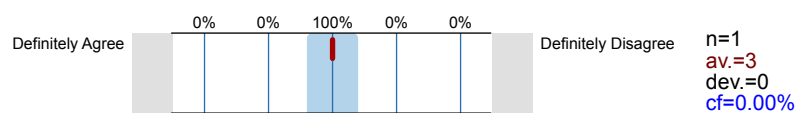
3.9) 2.8 The feedback I received has helped my learning and performance on the course.



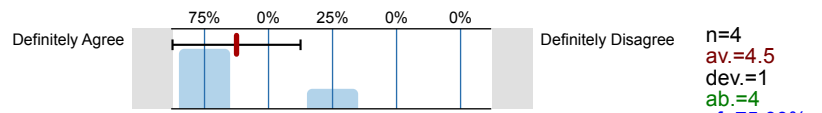
3.10) 2.9 Do you have a reading list for this course?



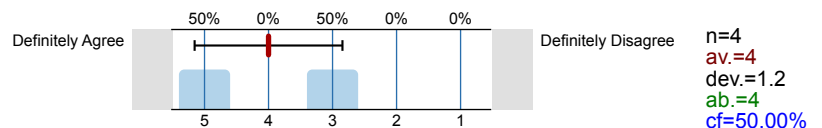
3.11) 2.9b The reading list(s) was useful for my learning.



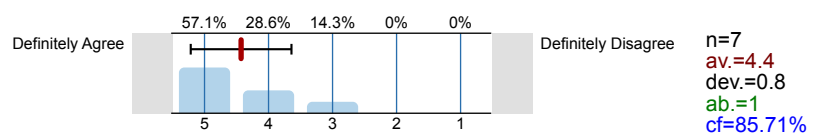
3.12) 2.9c I have been able to access all my essential readings for this course.



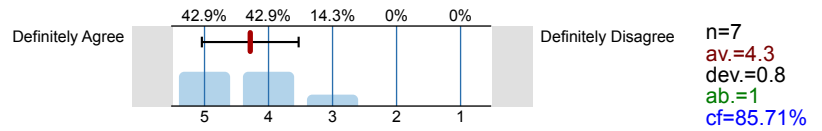
3.13) 2.9d I have been able to access all my further readings for this course.



3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



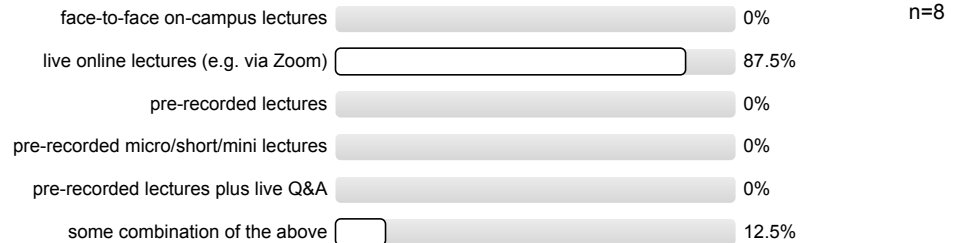
3.15) 2.11 The course material provided was useful for my studies and learning.



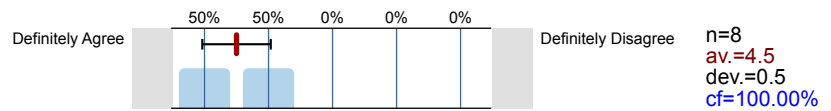
3.16) 2.12 Do you have lectures for this course?



3.17) 2.12b How are lectures delivered on this course:



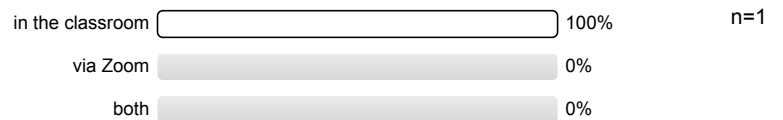
3.18) 2.12c I am satisfied with the integration of classes/seminars with lectures on this course.



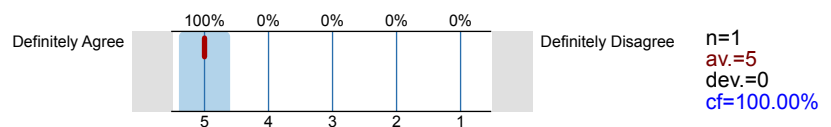
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



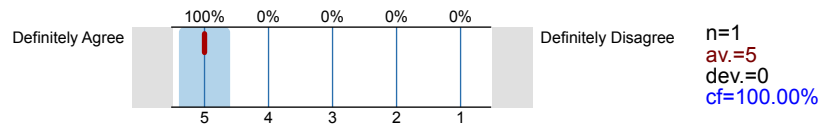
3.20) 2.13b Have you participated in these sessions



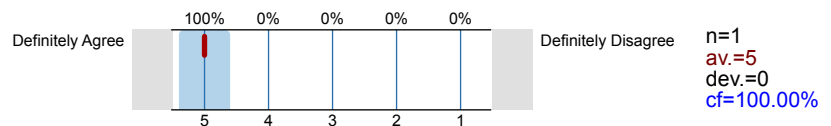
3.21) 2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.



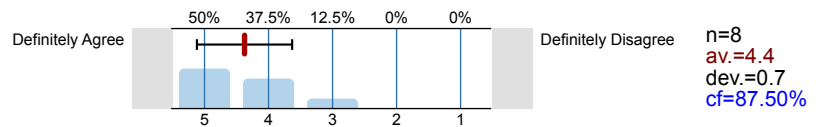
3.22) 2.13d I have been able to participate actively in these classes/seminars.



3.23) 2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well.



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

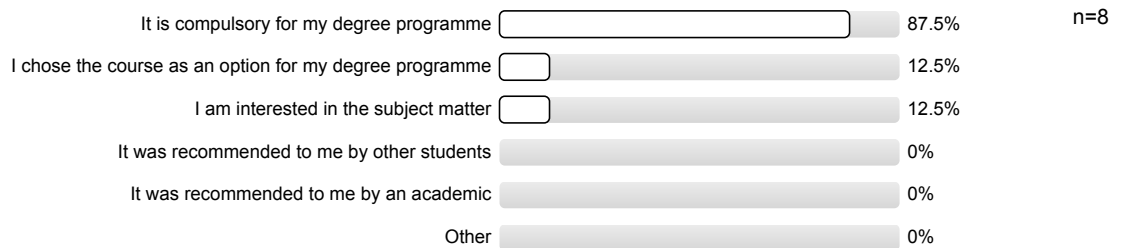
- interesting ties to various case studies, and applying things learnt to them

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

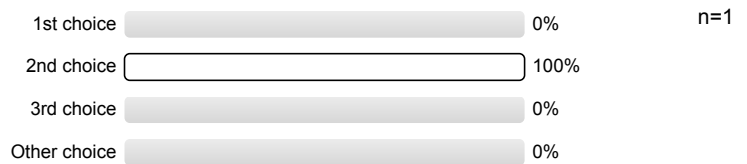
- better integration at the start of the course, felt as though we were thrown straight into the deep end and left to figure it out for ourselves

4. Your Information

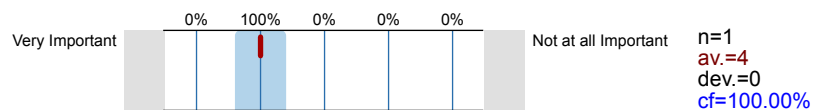
4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



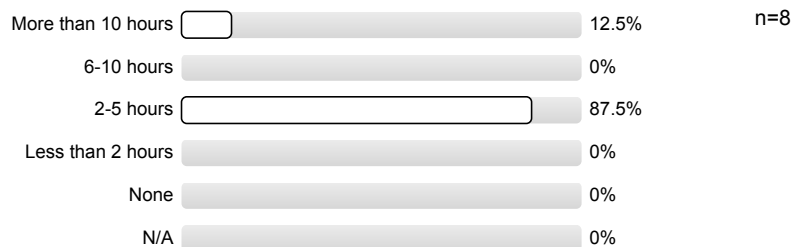
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



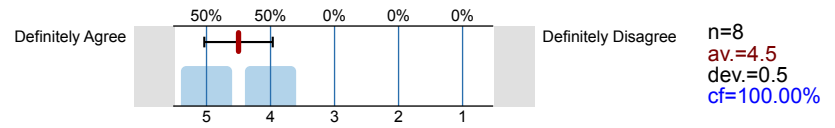
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



- 4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



Profile

Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1A3.A Microeconomics I - Group 8
 (Name of the survey)

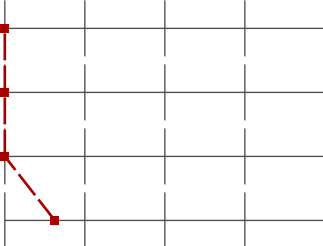



Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation




1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=8	av.=4.5
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=8	av.=4.8
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=8	av.=4.5
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=8	av.=4.3
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=7	av.=4.9
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=7	av.=4.6
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=6	av.=4.7
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.6

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=8	av.=4.3
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=8	av.=4.4
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=8	av.=4.0
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.3
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=7	av.=4.3
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=8	av.=3.9
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=8	av.=4.1
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=8	av.=4.8
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=1	av.=3.0
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=4.5
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=4.0
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3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.	Definitely Agree		Definitely Disagree	n=1	av.=5.0
3.22)	2.13d I have been able to participate actively in these classes/seminars.	Definitely Agree		Definitely Disagree	n=1	av.=5.0
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well.	Definitely Agree		Definitely Disagree	n=1	av.=5.0
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.4

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=1	av.=4.0
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good		Poor		
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=8	av.=4.5

Ghassane Benmir
EC1A3.A Microeconomics I - Group 9
No. of responses = 10

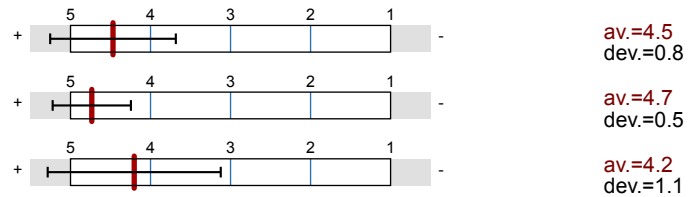


Overall indicators

Global Index

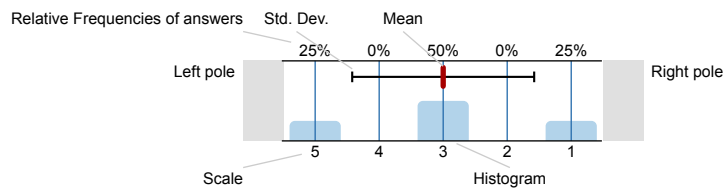
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention
cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

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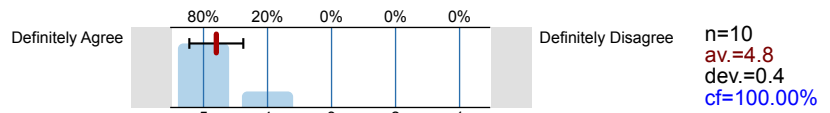
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

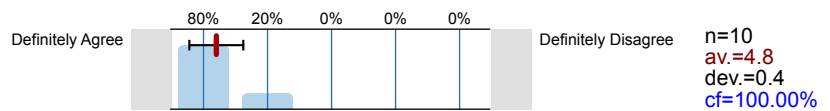


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

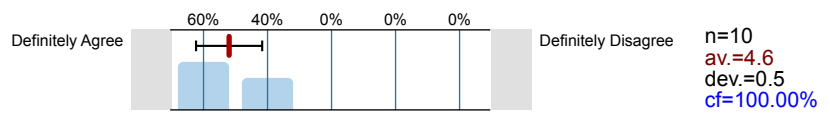
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



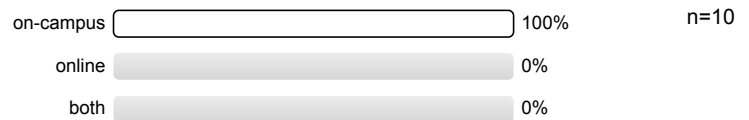
- 1.3) 1.2 The teacher has improved my understanding of the course content.



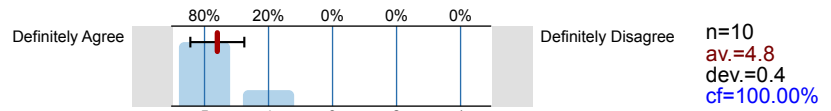
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

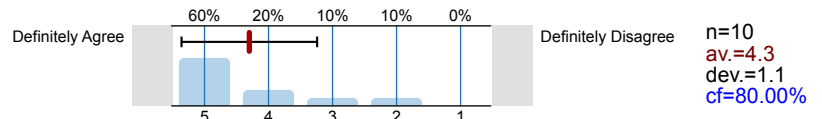


1.7) 1.5 Have you received feedback on your work from this teacher?

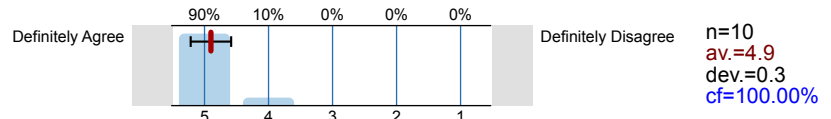


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

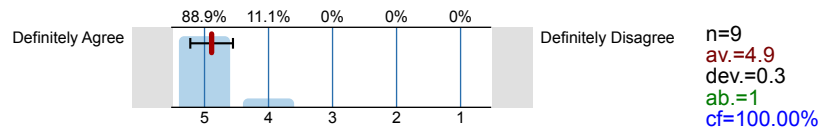
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.



1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- -Makes sure everyone understands the concept before moving on
- Going over the examples from the problem set and discussing how marking will work is helpful.
- Great at explaining things.
- Thoroughly runs through weekly material.

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- Some examples used aren't relevant/ are sort of different or opposite to some of the examples in the course. Also just generally speaking, this overall course can be made a lot better, especially in comparison to the overall Econ department Econ course.

2. Thank you - Part 1 Complete

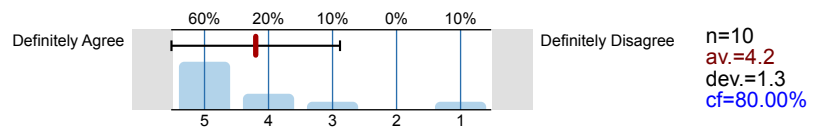
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

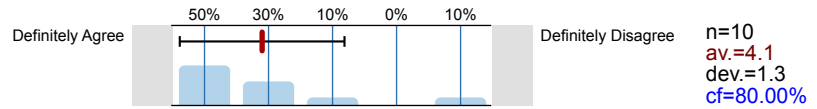
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

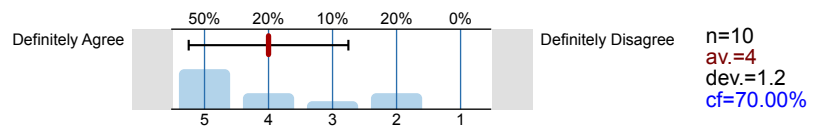
- 3.1) 2.1 This course has challenged me to achieve my best work.



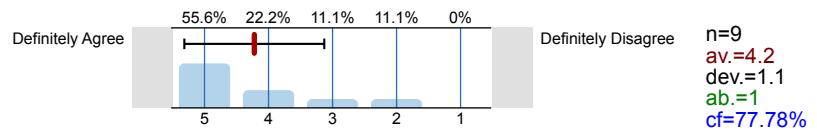
- 3.2) 2.2 This course is intellectually stimulating.



- 3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



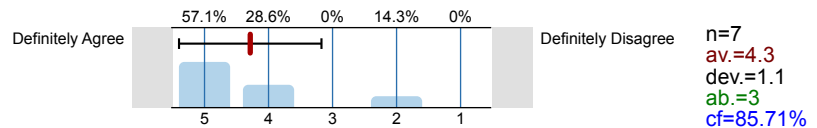
- 3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.



- 3.5) 2.4b Please comment below about why contact time with teachers has been less than satisfactory.

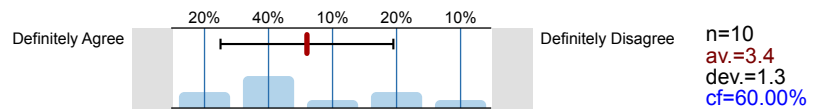
■ Need more.

- 3.6) 2.5 I have been able to contact staff about this course when I needed to.

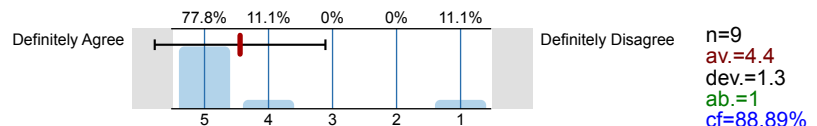


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

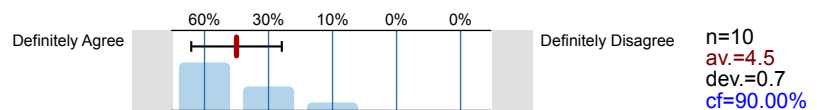
- 3.7) 2.6 The criteria used in marking have been clear in advance.



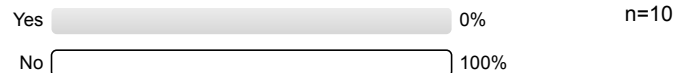
- 3.8) 2.7 Marking and assessment has been fair.



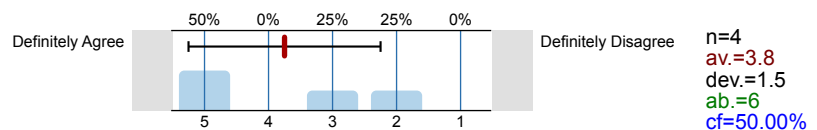
- 3.9) 2.8 The feedback I received has helped my learning and performance on the course.



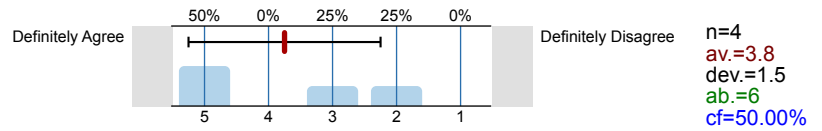
- 3.10) 2.9 Do you have a reading list for this course?



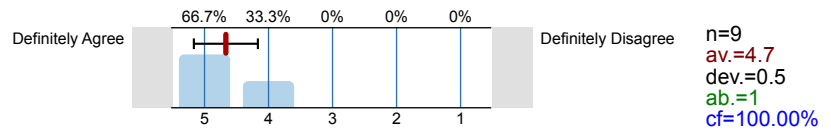
- 3.12) 2.9c I have been able to access all my essential readings for this course.



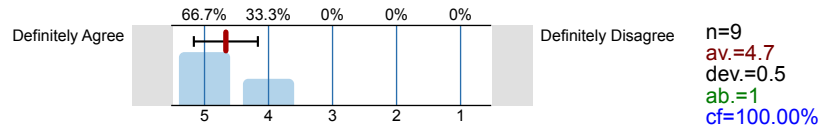
3.13) 2.9d I have been able to access all my further readings for this course.



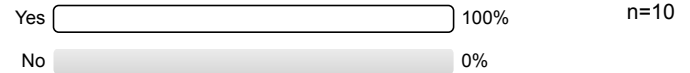
3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



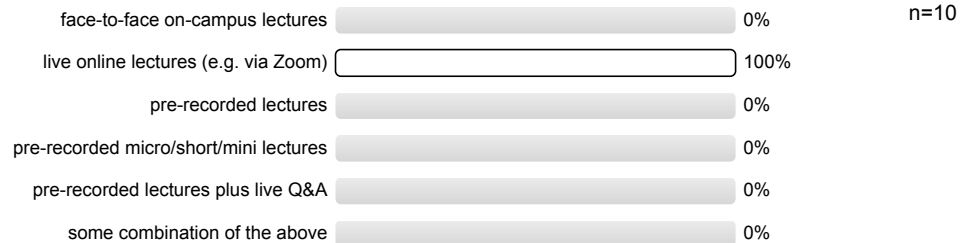
3.15) 2.11 The course material provided was useful for my studies and learning.



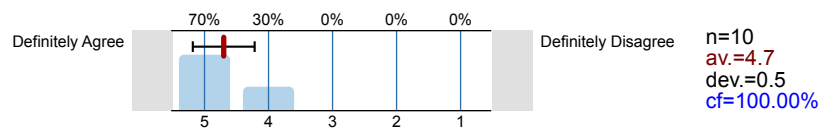
3.16) 2.12 Do you have lectures for this course?



3.17) 2.12b How are lectures delivered on this course:



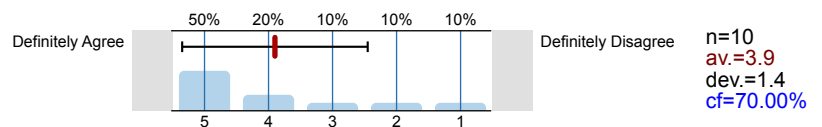
3.18) 2.12c I am satisfied with the integration of classes/seminars with lectures on this course.



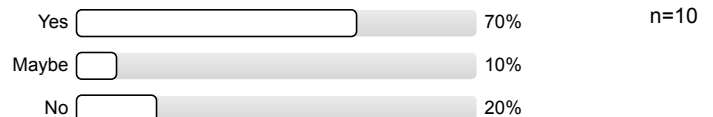
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

- Not much.
- Relevance of the content and the guest lecturers in lectures.

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

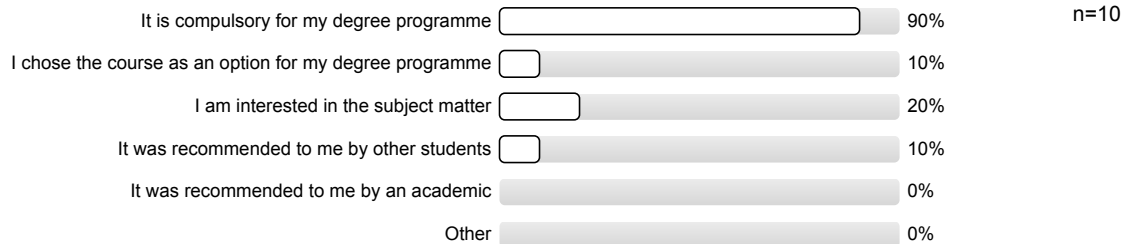
- Course is arguably too fast paced for normal students and doesn't emphasize crucial elements of micro. The course doesn't teach students how to write out their own models as would be expected at a university such as harvard or mit. This course could most

certainly use more math in the sense of modeling economic phenomenon at least at the level of the Ec 1P1 course. It is completely insane that as a math student you have less math in the Econ course than the Econ students do when you're in more math modules. Further, the course felt sort of rushed with a week spent on producer theory and consumer theory feeling insufficient to fully cover the topic. The game theory part was also not nearly as interesting as the Yale course that's online nor was it explained as well. The marking criteria also should be clearer. It should be clear what each point is given for and more significantly it should be prompted for in the question paper. There's no reason you should lose points for things you know. In the future, this course or the course next year at a minimum should embrace modeling projects to allow students to be trained in how to write out models for economic research, which can then be followed by metrics so they know how to do these things empirically. An example to base this or the second year micro course off of in the future would be Harvard's Ec1011a or Berkeley's Ec101a.

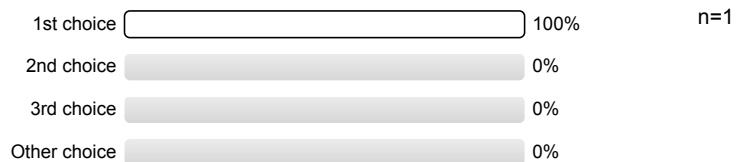
- Needs to be more clear what the mark scheme is for exams.
- Fact that there is limited number of past papers to practice with.
- Limited number of exam resources

4. Your Information

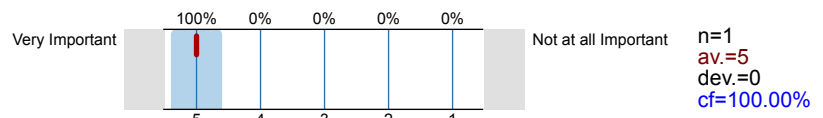
4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



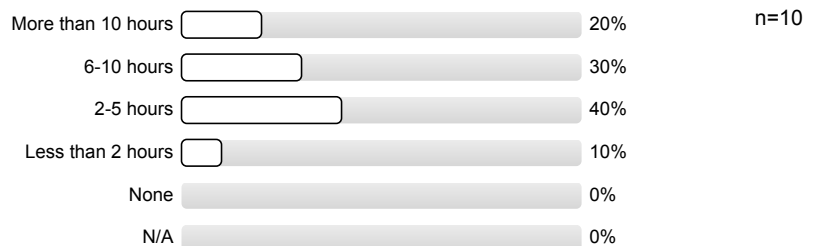
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



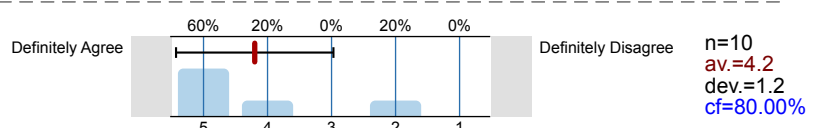
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



Profile

Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1A3.A Microeconomics I - Group 9
 (Name of the survey)





Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation




1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=10	av.=4.8
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=10	av.=4.8
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=10	av.=4.6
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=10	av.=4.8
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=10	av.=4.3
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=10	av.=4.9
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=9	av.=4.9
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=10	av.=4.8

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=10	av.=4.2
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=10	av.=4.1
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=10	av.=4.0
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.2
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=7	av.=4.3
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=10	av.=3.4
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=10	av.=4.5
3.11)	2.9b The reading list(s) was useful for my learning. (*)	Definitely Agree		Definitely Disagree		
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=3.8
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=3.8
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.7
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=9	av.=4.7
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=10	av.=4.7

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars. (*)	Definitely Agree		Definitely Disagree		
3.22)	2.13d I have been able to participate actively in these classes/seminars. (*)	Definitely Agree		Definitely Disagree		
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree		Definitely Disagree		
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=10	av.=3.9

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=1	av.=5.0
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good		Poor		
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=10	av.=4.2

Ghassane Benmir
EC1A3.A Microeconomics I - Group 10
No. of responses = 13

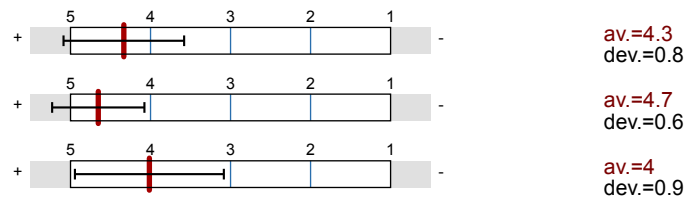


Overall indicators

Global Index

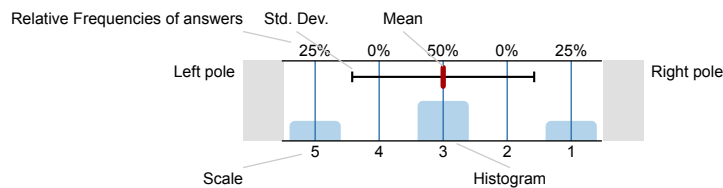
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention
cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

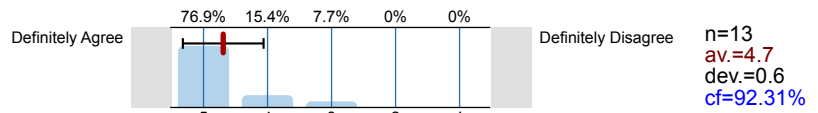
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

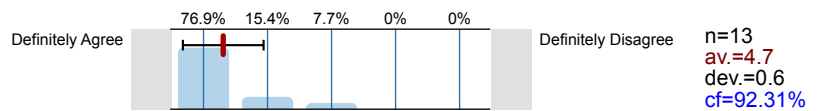


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

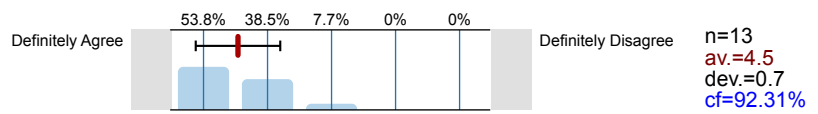
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



- 1.3) 1.2 The teacher has improved my understanding of the course content.



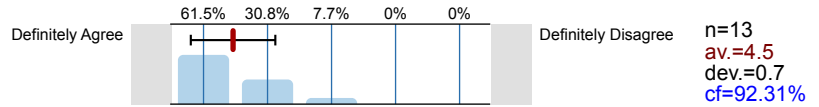
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

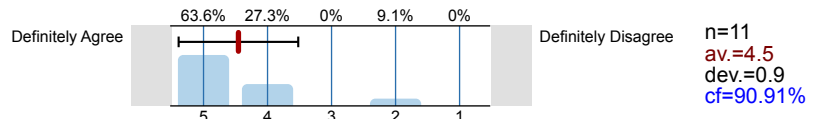


1.7) 1.5 Have you received feedback on your work from this teacher?

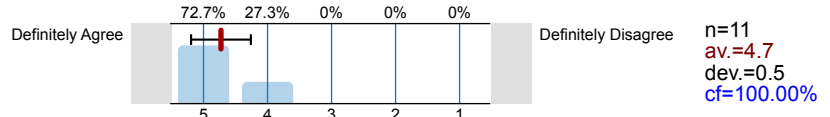


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

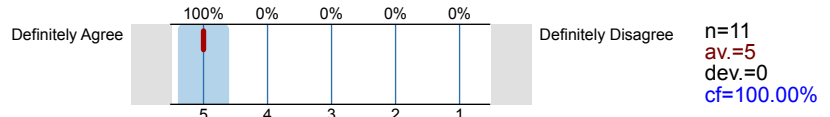
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

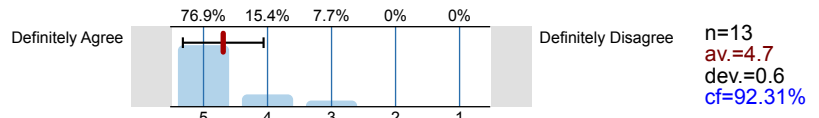


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- Able to give good real-life examples to help us understand concepts
- Feedback / Exam Technique
- Going through the MCQ's and Problem Sets really helps me understand what mistakes i made
- Good at explaining and making difficult concepts easier to understand.
Also quite interesting.
- Made us understand how to do problems effectively
- The classes were interested. By his communication it is evident he worked as a consultant for some time, his speech is really structured and eloquent. Would love to have him as a teacher for the next term too.
- going through problem sets and mcq questions every week and how to approach the task too

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- Maybe went to fast (but we did have a lot of content to get through)
- Not much
- Sometimes maybe a bit fast when doing solutions
- go through mid week task too

2. Thank you - Part 1 Complete

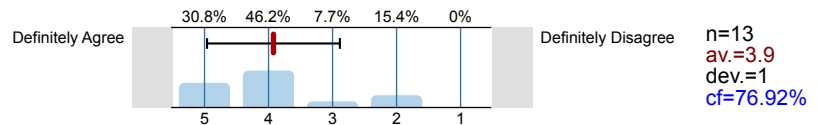
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

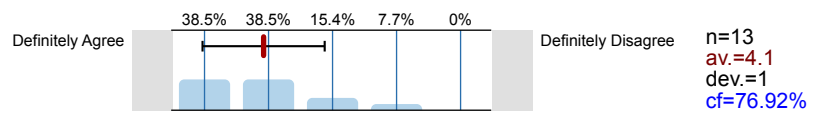
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

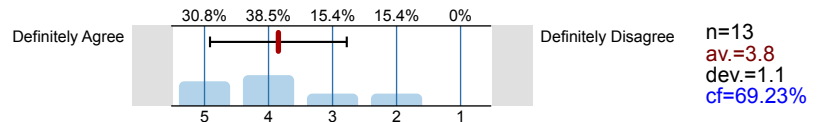
- 3.1) 2.1 This course has challenged me to achieve my best work.



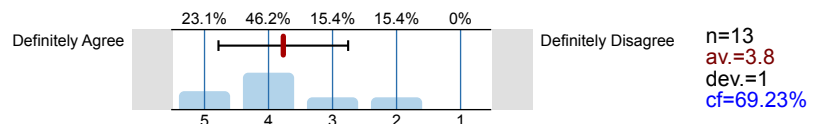
- 3.2) 2.2 This course is intellectually stimulating.



- 3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



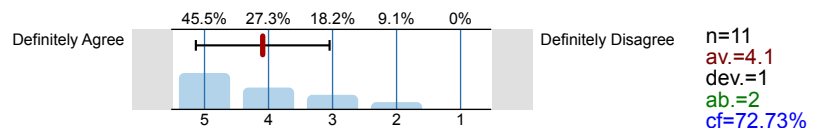
- 3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.



- 3.5) 2.4b Please comment below about why contact time with teachers has been less than satisfactory.

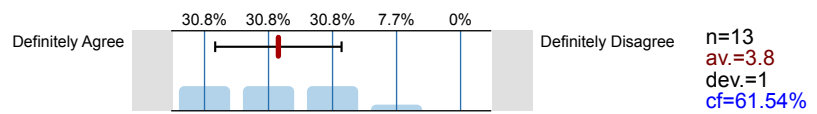
■ I would prefer two classes a week for this level of pace

- 3.6) 2.5 I have been able to contact staff about this course when I needed to.

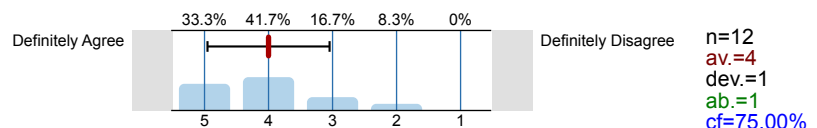


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

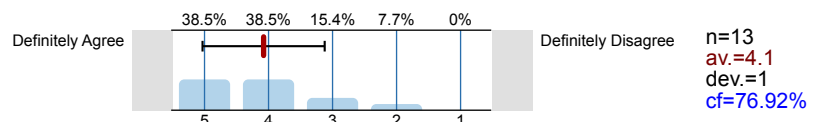
- 3.7) 2.6 The criteria used in marking have been clear in advance.



- 3.8) 2.7 Marking and assessment has been fair.



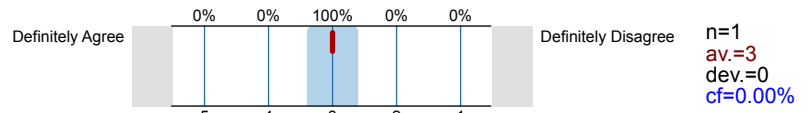
- 3.9) 2.8 The feedback I received has helped my learning and performance on the course.



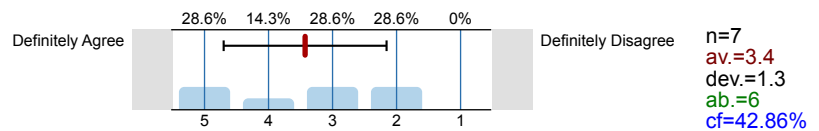
- 3.10) 2.9 Do you have a reading list for this course?



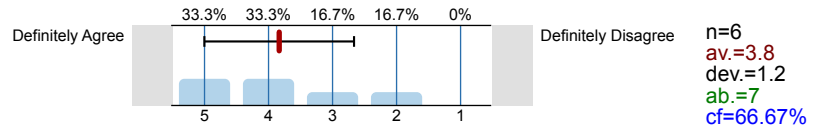
3.11) 2.9b The reading list(s) was useful for my learning.



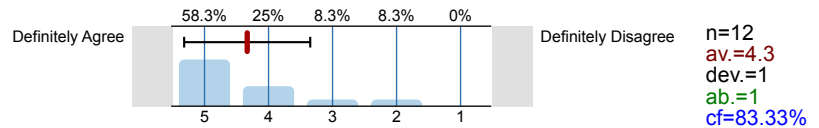
3.12) 2.9c I have been able to access all my essential readings for this course.



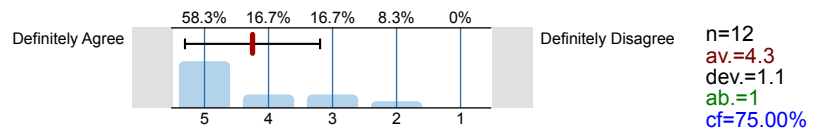
3.13) 2.9d I have been able to access all my further readings for this course.



3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



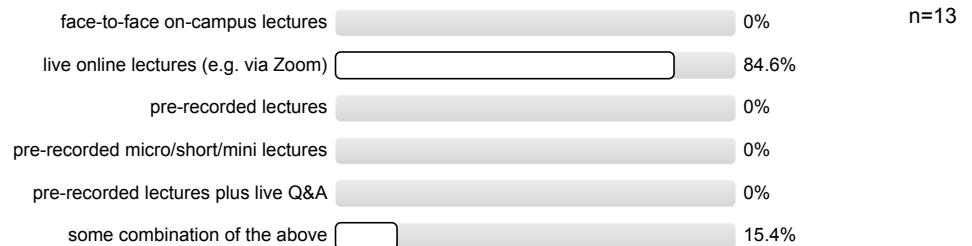
3.15) 2.11 The course material provided was useful for my studies and learning.



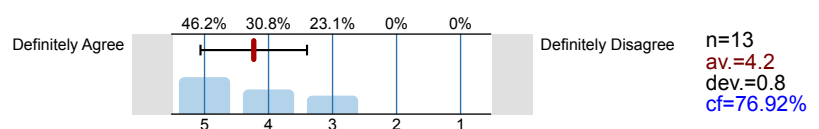
3.16) 2.12 Do you have lectures for this course?



3.17) 2.12b How are lectures delivered on this course:



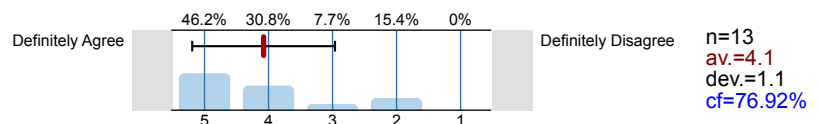
3.18) 2.12c I am satisfied with the integration of classes/seminars with lectures on this course.



3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

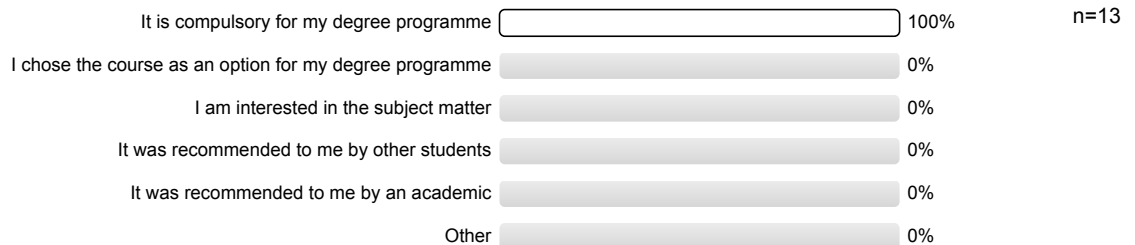
- Application to real life was interesting, lecturer was engaging.
- Good examples make the class fun
- The structure of the exams
- cool to understand microeconomics

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

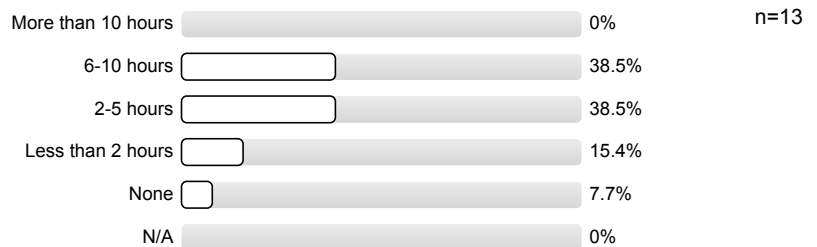
- Mid-week is sometimes not related to the topic of course
- Provide lecture notes
- Too hard, and too fast with too little time to properly cover the content so it is hard to understand how to do problems.
- We need lecture notes!
- rather different to what we did in a level

4. Your Information

4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



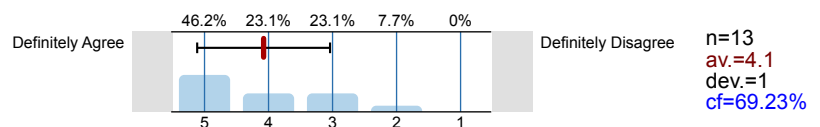
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.

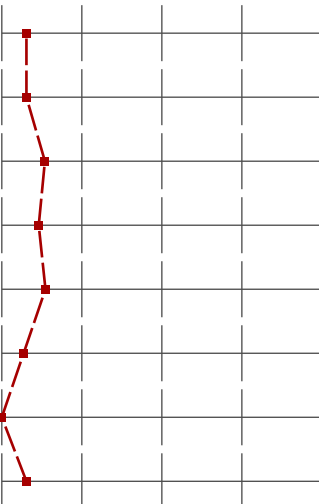


Profile

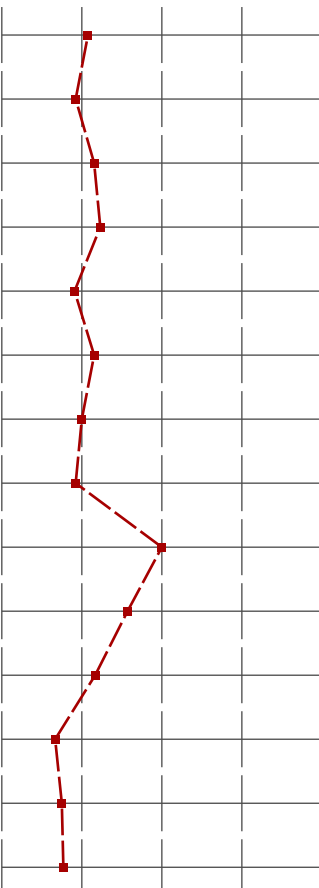
Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1A3.A Microeconomics I - Group 10
 (Name of the survey)

Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation

1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=13	av.=4.7
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=13	av.=4.7
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=13	av.=4.5
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=13	av.=4.5
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=11	av.=4.5
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=11	av.=4.7
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=11	av.=5.0
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=13	av.=4.7

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=13	av.=3.9
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=13	av.=4.1
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=13	av.=3.8
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=13	av.=3.8
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=11	av.=4.1
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=13	av.=3.8
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=12	av.=4.0
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=13	av.=4.1
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=1	av.=3.0
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=7	av.=3.4
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=6	av.=3.8
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.3
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=12	av.=4.3
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=13	av.=4.2

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.22)	2.13d I have been able to participate actively in these classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=13

av.=4.1

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you? (*)	Very Important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not at all Important
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=13

av.=4.1

Ghassane Benmir
EC1A3.A Microeconomics I - Group 11
No. of responses = 10

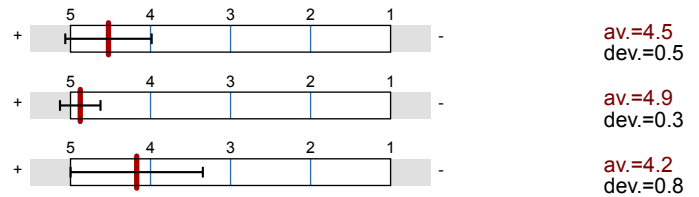


Overall indicators

Global Index

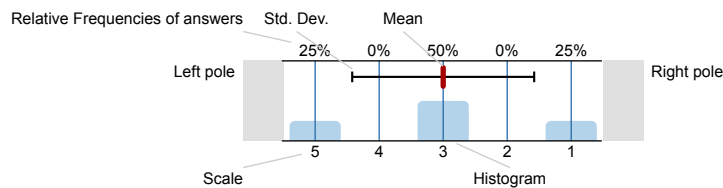
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention
cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

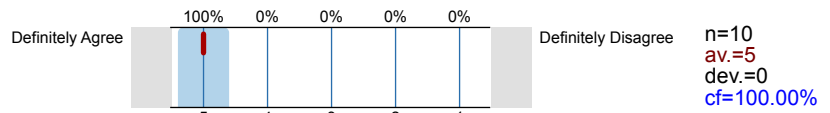
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

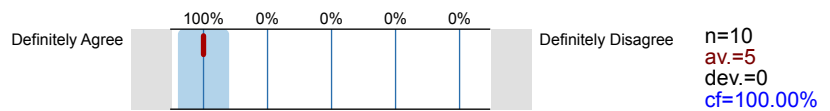


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

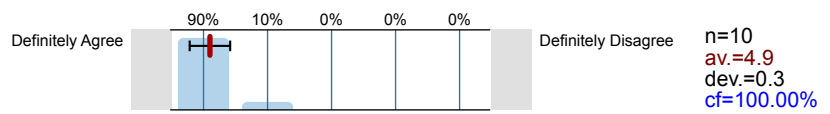
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



- 1.3) 1.2 The teacher has improved my understanding of the course content.



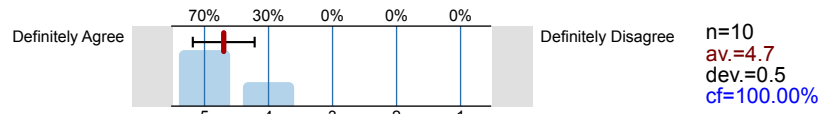
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

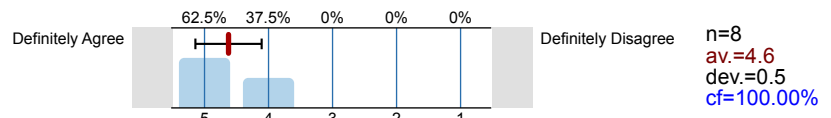


1.7) 1.5 Have you received feedback on your work from this teacher?

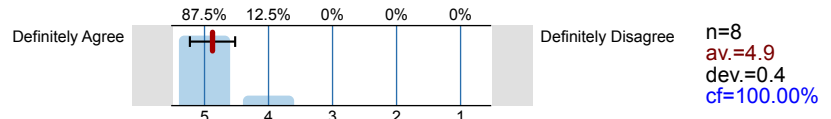


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

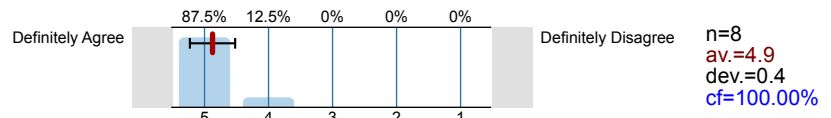
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

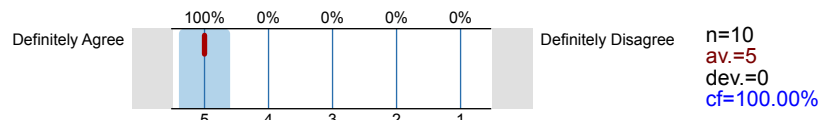


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- -
- - answers all questions
- I like how he goes over both the MCQs and problem sets, making sure everyone understands before he moves on
- Makes the class interesting by involving real life examples
Very clear explanation of problem sets and midweek tasks
- Summary slides
- Weekly summary
Going through the steps of completing the problem set
- explaining the concept one by one
- has a clear structure to the class, clears up confusing concepts, focuses on exam technique, involves the class a lot

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- -
- -
- N/A
- N/A

- Question time at the end maybe?
- nothing

2. Thank you - Part 1 Complete

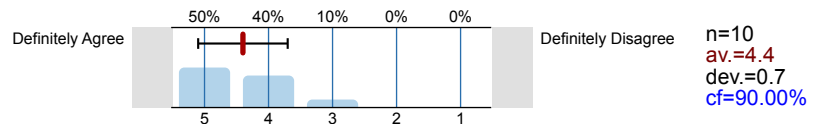
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

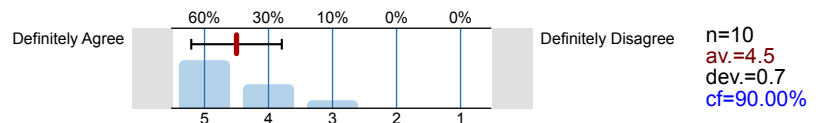
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

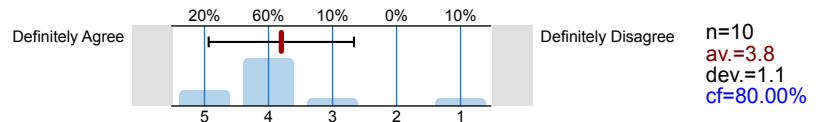
- 3.1) 2.1 This course has challenged me to achieve my best work.



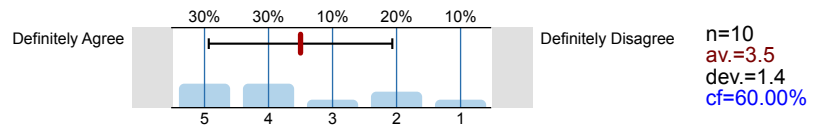
- 3.2) 2.2 This course is intellectually stimulating.



- 3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



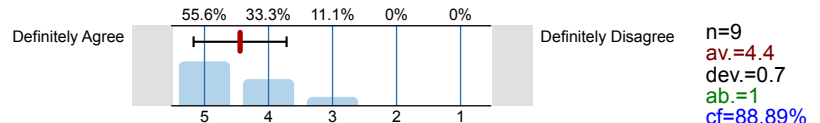
- 3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.



- 3.5) 2.4b Please comment below about why contact time with teachers has been less than satisfactory.

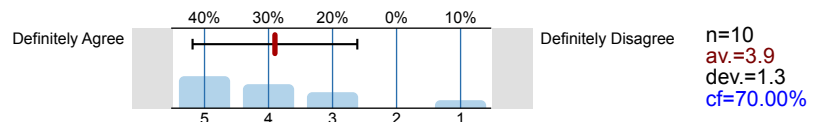
- Short contact time
- class is short
- the lectures do not provide enough time for the lecturer to go over exam style problems and the more quantitative aspects of the course- so we end up confused when looking at the problem sets

- 3.6) 2.5 I have been able to contact staff about this course when I needed to.

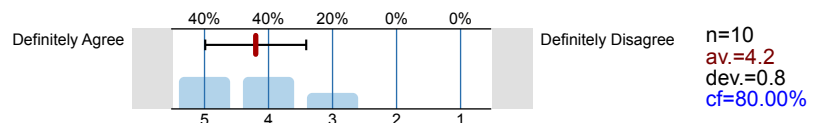


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

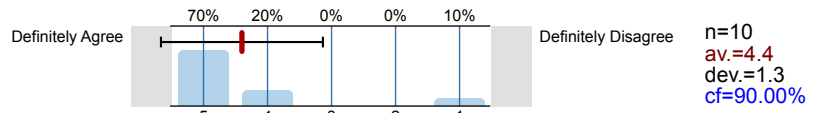
- 3.7) 2.6 The criteria used in marking have been clear in advance.



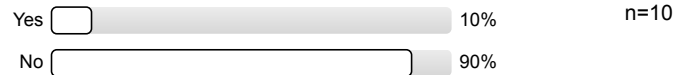
- 3.8) 2.7 Marking and assessment has been fair.



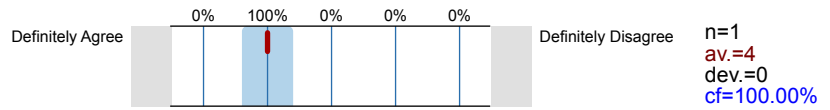
3.9) 2.8 The feedback I received has helped my learning and performance on the course.



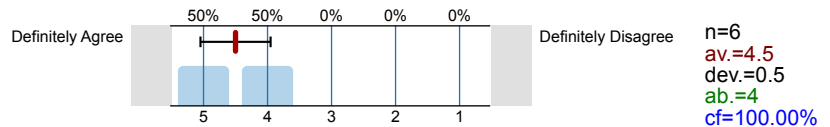
3.10) 2.9 Do you have a reading list for this course?



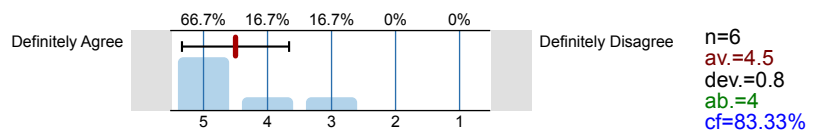
3.11) 2.9b The reading list(s) was useful for my learning.



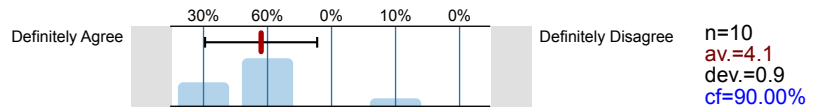
3.12) 2.9c I have been able to access all my essential readings for this course.



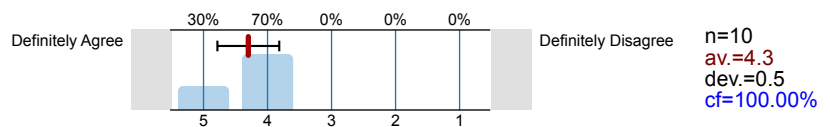
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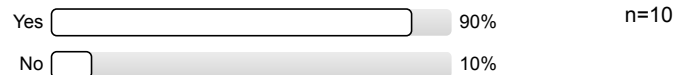
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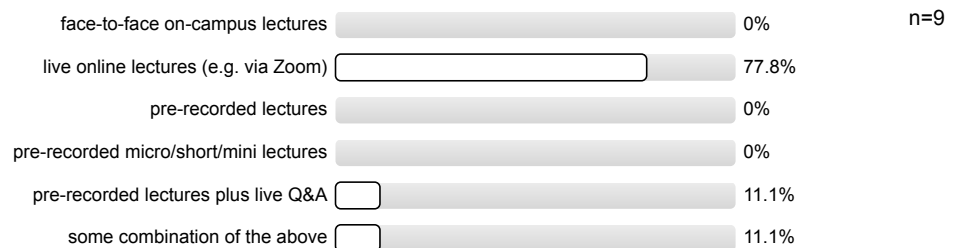
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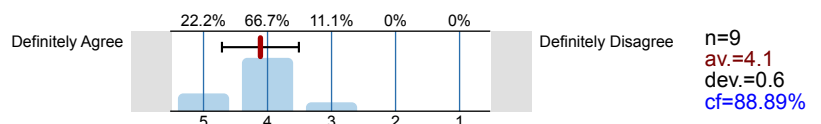
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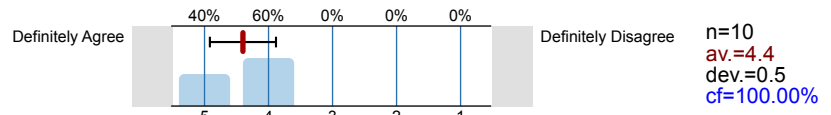
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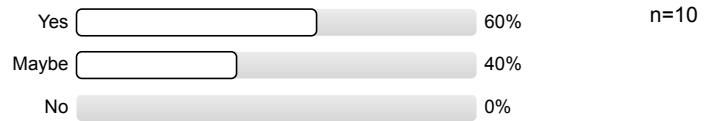
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

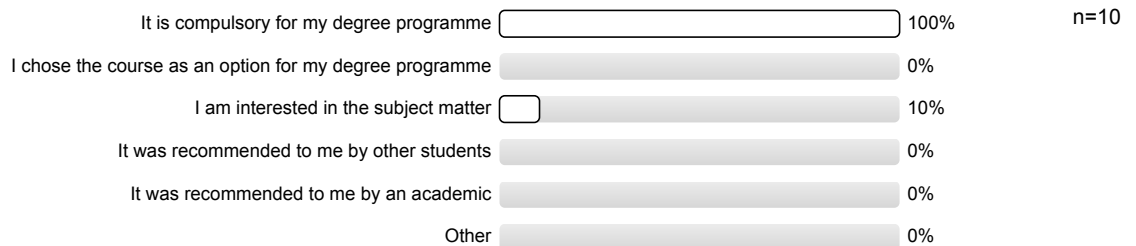
- -
- Application and it's challenging
- Challenging and precise
- Combination of qualitative and quantitative aspects of economics
Trains you to apply abstract theories to real life scenarios
- It's interesting how it links to real life
- interesting concepts and real world applications

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

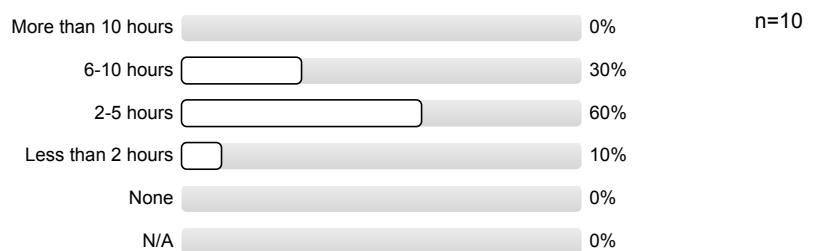
- -
- Less content
- More exam-style practice
- More explanations on concepts for people who didn't study economics at A-Levels
- Often times the difficulty of problem sets are much higher than the problems explained during lectures, lectures sometimes seems over simplified
- teaching doesn't have a focus on exam

4. Your Information

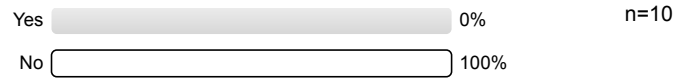
4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



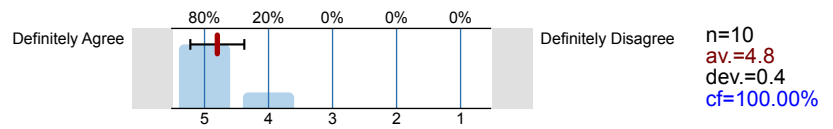
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



Profile

Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1A3.A Microeconomics I - Group 11
 (Name of the survey)

Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation

1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=10	av.=5.0
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=10	av.=5.0
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=10	av.=4.9
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=10	av.=4.7
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=8	av.=4.6
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=8	av.=4.9
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=8	av.=4.9
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=10	av.=5.0

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=10	av.=4.4
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=10	av.=4.5
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=10	av.=3.8
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=10	av.=3.5
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=10	av.=3.9
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=10	av.=4.2
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=10	av.=4.4
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=1	av.=4.0
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=6	av.=4.5
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=6	av.=4.5
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=10	av.=4.1
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=10	av.=4.3
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.1

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.22)	2.13d I have been able to participate actively in these classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=10

av.=4.4

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you? (*)	Very Important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not at all Important
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=10

av.=4.8

Ghassane Benmir
EC1A3.A Microeconomics I - Group 12
No. of responses = 9

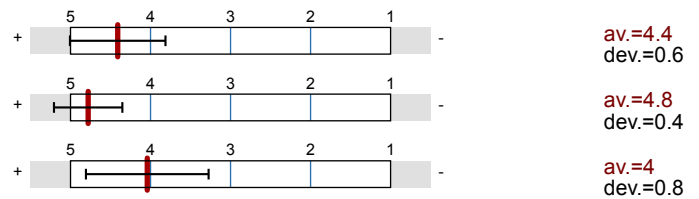


Overall indicators

Global Index

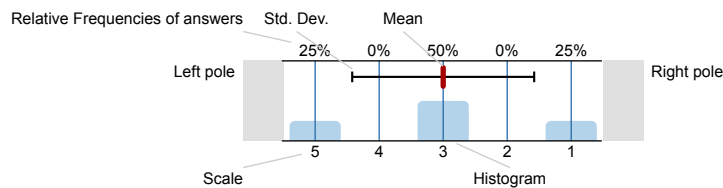
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention
cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

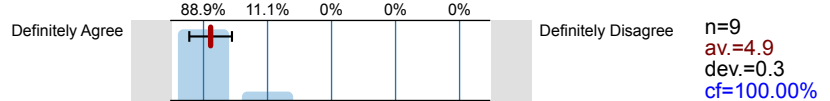
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

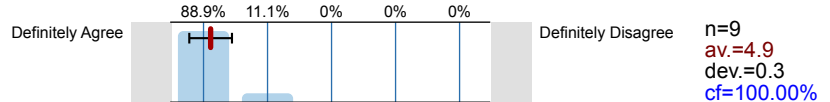


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

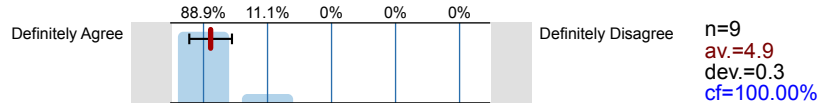
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



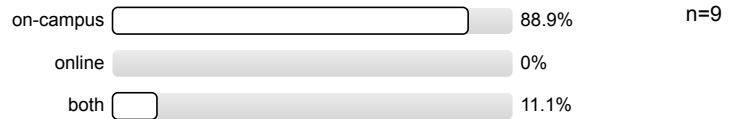
- 1.3) 1.2 The teacher has improved my understanding of the course content.



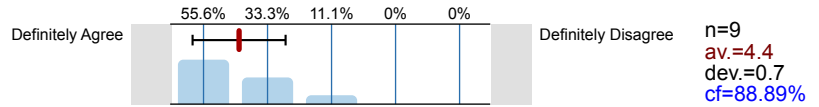
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

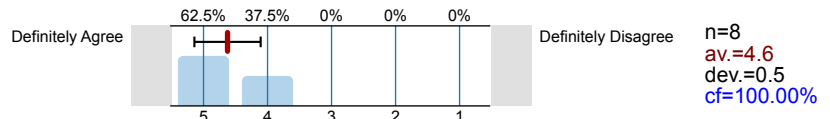


1.7) 1.5 Have you received feedback on your work from this teacher?

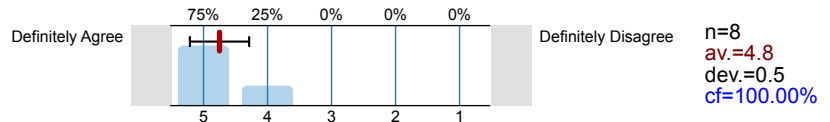


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

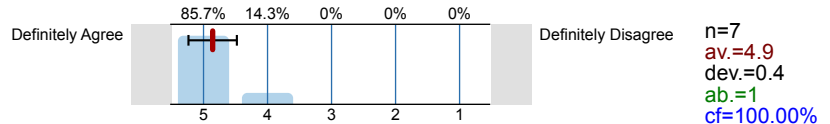
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

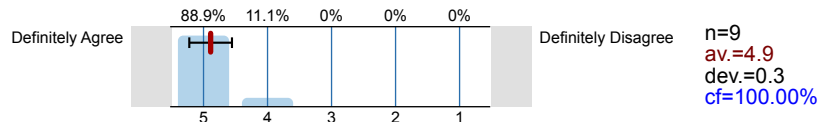


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- - teacher is always there to help if you need it
- - very supportive
- - if you don't understand the work he can sit down and explain it as many times as needed
- Ability to simplify complicated concepts is excellent
- Best teacher I have
- Provides easy to understand examples. Doesn't like to continue until he is sure everyone understands
- The coolest person that uses examples with which you can totally relate and thus better understand and really enjoy this amazing course!

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- N/A
- N/A
- Really the teacher is perfect. Like really. As if he was from a dream or a movie.
- n/a really enjoy teaching style and lessons (my best class teacher)

2. Thank you - Part 1 Complete

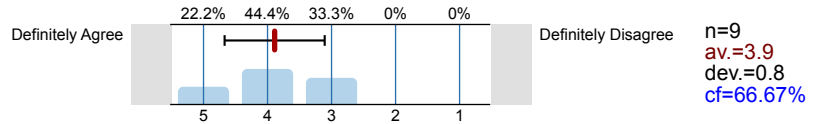
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

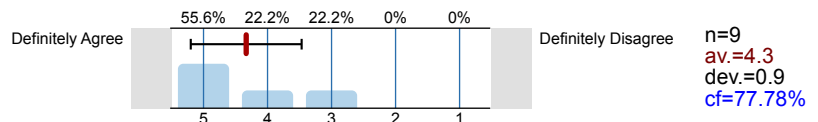
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

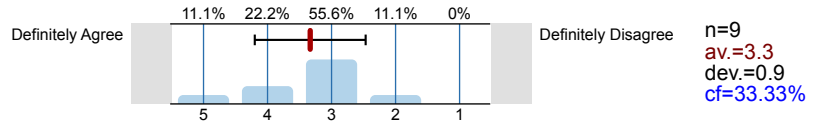
- 3.1) 2.1 This course has challenged me to achieve my best work.



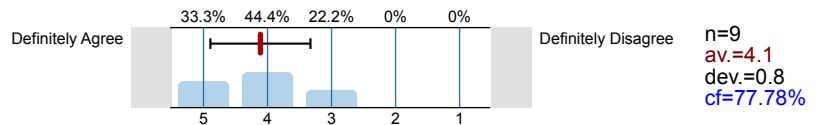
- 3.2) 2.2 This course is intellectually stimulating.



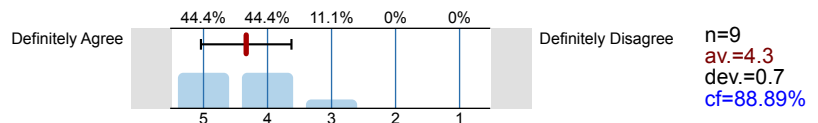
- 3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



- 3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.

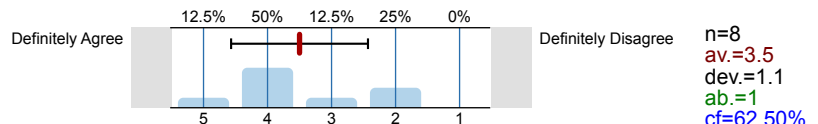


- 3.6) 2.5 I have been able to contact staff about this course when I needed to.

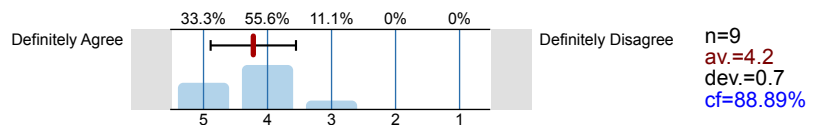


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

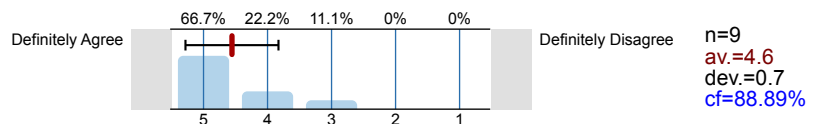
- 3.7) 2.6 The criteria used in marking have been clear in advance.



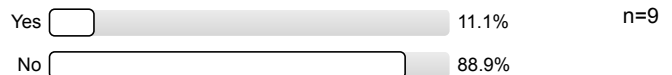
- 3.8) 2.7 Marking and assessment has been fair.



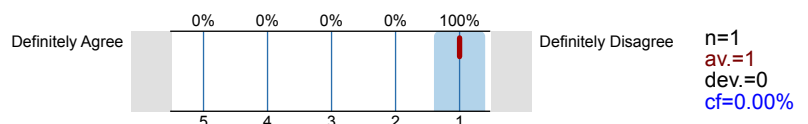
- 3.9) 2.8 The feedback I received has helped my learning and performance on the course.



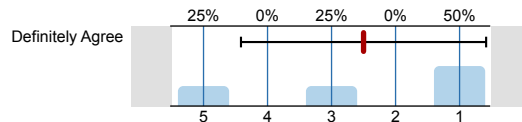
- 3.10) 2.9 Do you have a reading list for this course?



- 3.11) 2.9b The reading list(s) was useful for my learning.

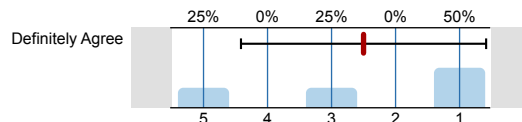


3.12) 2.9c I have been able to access all my essential readings for this course.



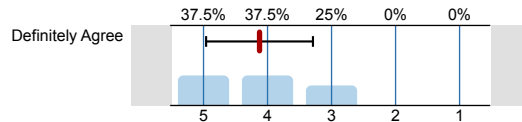
n=4
av.=2.5
dev.=1.9
ab.=5
cf=25.00%

3.13) 2.9d I have been able to access all my further readings for this course.



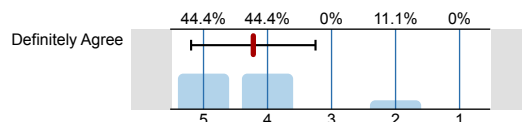
n=4
av.=2.5
dev.=1.9
ab.=5
cf=25.00%

3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



n=8
av.=4.1
dev.=0.8
ab.=1
cf=75.00%

3.15) 2.11 The course material provided was useful for my studies and learning.



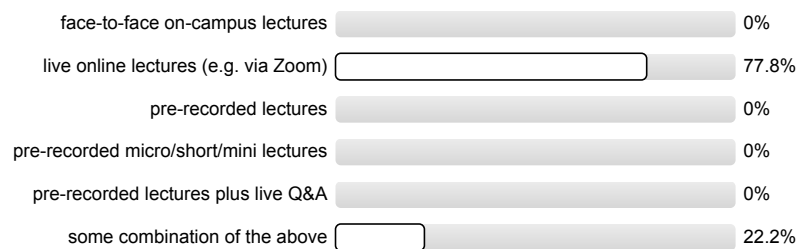
n=9
av.=4.2
dev.=1
cf=88.89%

3.16) 2.12 Do you have lectures for this course?



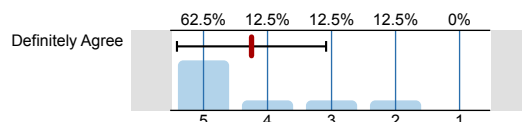
n=9

3.17) 2.12b How are lectures delivered on this course:



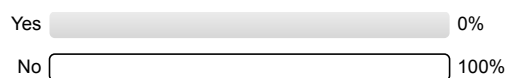
n=9

3.18) 2.12c I am satisfied with the integration of classes/seminars with lectures on this course.



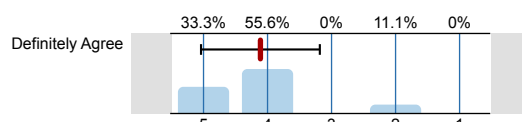
n=8
av.=4.3
dev.=1.2
cf=75.00%

3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



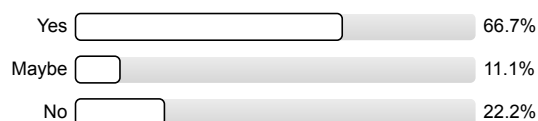
n=9

3.25) 2.14 Overall, I am satisfied with my experience on this course.



n=9
av.=4.1
dev.=0.9
cf=88.89%

3.26) 2.15 Would you recommend this course to other students?



n=9

3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

■ N/A

■ Very useful and practical!!!! And I really interesting!

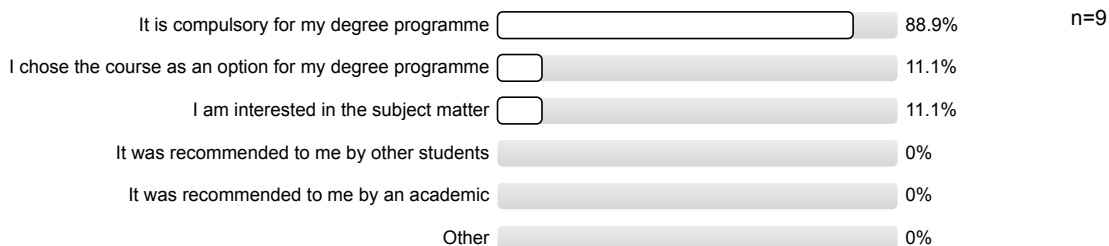
- n/a
- real life case studies

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

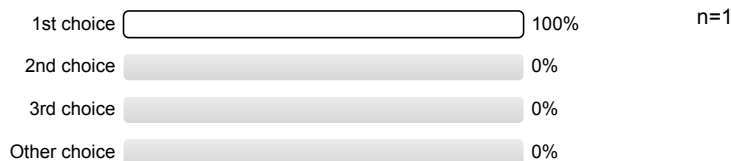
- -the start of the course moved very quickly which will tough as already I was trying to adjust to university
- N/A
- There could be given a list of formulas and a summary of all topics useful for tests!
- too mathy

4. Your Information

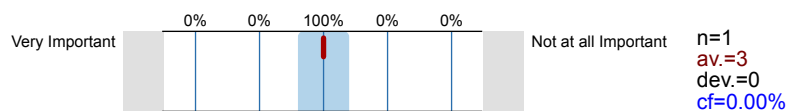
4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



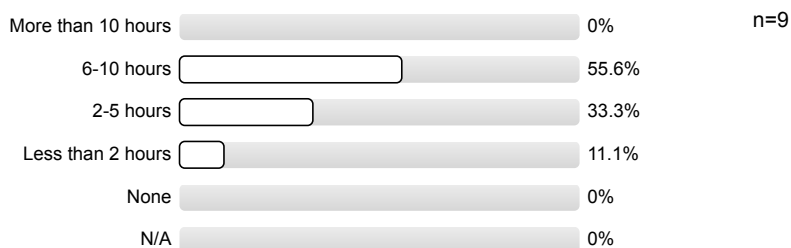
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



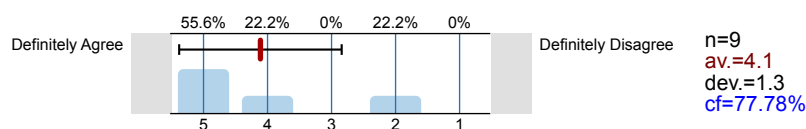
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.

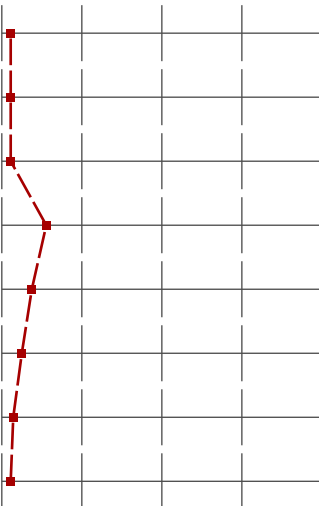


Profile

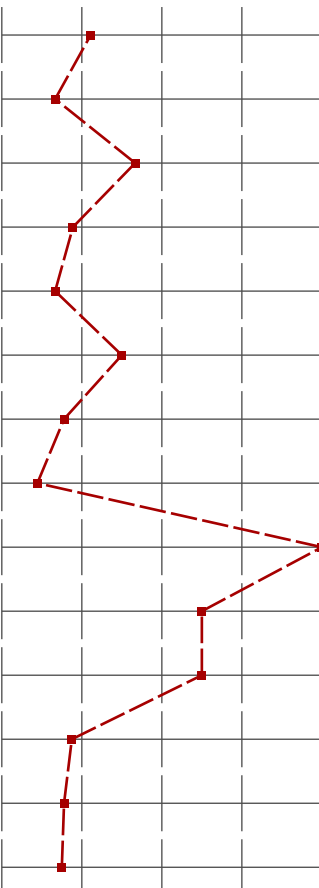
Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1A3.A Microeconomics I - Group 12
 (Name of the survey)

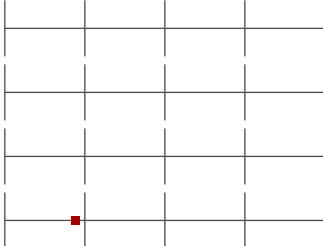



Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation

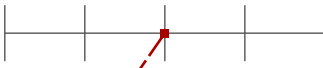


1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=9	av.=4.9
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=9	av.=4.9
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=9	av.=4.9
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=8	av.=4.6
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=8	av.=4.8
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=7	av.=4.9
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.9

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=9	av.=3.9
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=9	av.=4.3
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=9	av.=3.3
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.1
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=9	av.=4.3
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=8	av.=3.5
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=9	av.=4.2
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=9	av.=4.6
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=1	av.=1.0
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=2.5
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=2.5
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.1
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=9	av.=4.2
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.3

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars. (*)	Definitely Agree		Definitely Disagree		
3.22)	2.13d I have been able to participate actively in these classes/seminars. (*)	Definitely Agree		Definitely Disagree		
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree		Definitely Disagree		
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.1

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=1	av.=3.0
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good		Poor		
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=9	av.=4.1

Ghassane Benmir
EC1B3.A Macroeconomics I - Group 2
No. of responses = 12

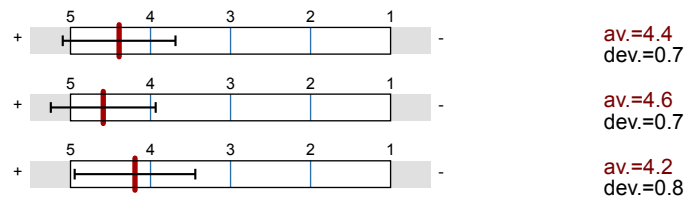


Overall indicators

Global Index

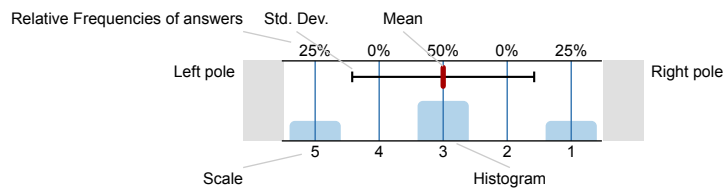
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

Question text



n=No. of responses

av.=Mean

dev.=Std. Dev.

ab.=Abstention

cf=Cumulative Frequency

1. Class/Seminar Teacher Evaluation

This survey requests your feedback on two separate aspects of your learning experience, split into three sections. The first section asks for your views on your teacher's class/seminar teaching. The second section asks for your views on the course as a whole at this point in time. Finally, the third section asks for some information about you, to aid analysis.

We recognise that this term has been particularly challenging for everyone due to the wider public health situation, with disruption experienced by both students and teaching staff. The School is continually striving to deliver the best possible educational experience despite these challenges and your views about your learning experience at LSE are a valuable source of information about this. The results will be used to help improve the teaching and learning experience for you and your peers and to identify good practice.

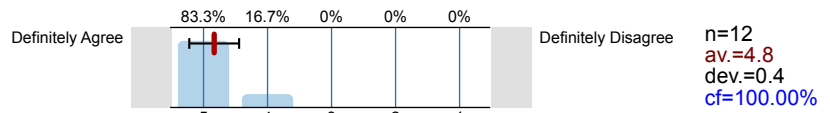
The School assumes that your response is broadly positive if you 'mostly agree' or 'definitely agree' with a statement.

- 1.1) Do the answers you supply below relate to the teacher from whom you have received the majority of your class/seminar teaching this term? The teacher's name, course title and group number (where relevant) are provided in the invitation email you have received for the survey.

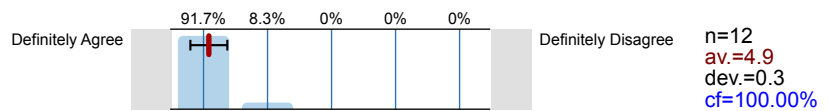


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

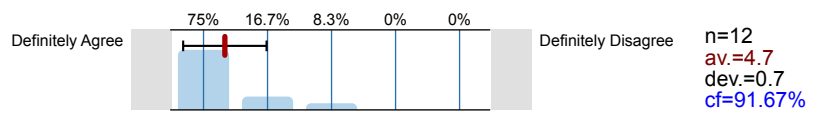
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



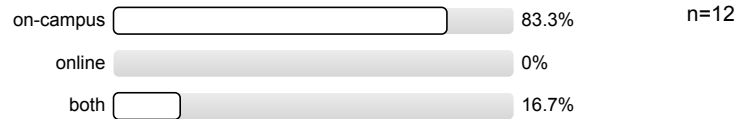
- 1.3) 1.2 The teacher has improved my understanding of the course content.



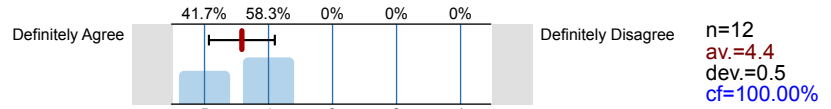
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.

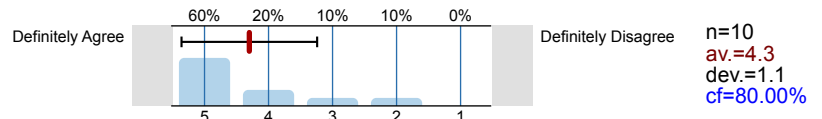


1.7) 1.5 Have you received feedback on your work from this teacher?

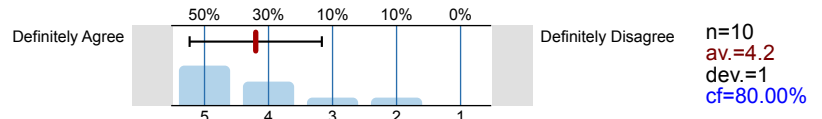


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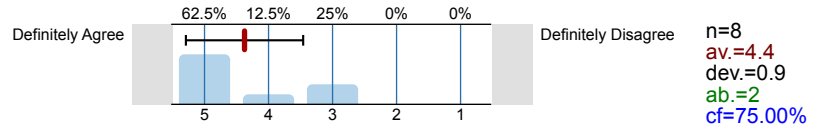
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.

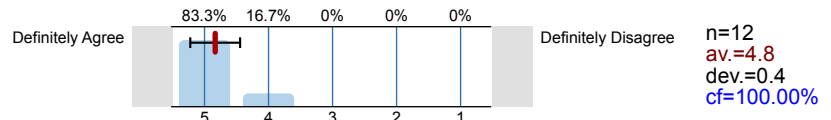


1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- 1. Ghassane always provided review of key concepts and challenge us to understand the working of the various models we learned in an engaging manner.
- 2. Discussion about real life implications made the class feel like it was adding an additional element to lectures and reading.

■ Engaging

■ Going through this week's material at the start of the lecture

■ I think going beyond the course and providing information about external aspects also helped gain a deeper understanding of the course.

■ Well-explained, helps me thoroughly understand the content

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

■ Give more feedback on individual questions rather than just giving a mark for most questions

■ Going through the parts in class while doing them on the board (step by step) as opposed to the current method would be better I think.

■ Specific to the course material

2. Thank you - Part 1 Complete

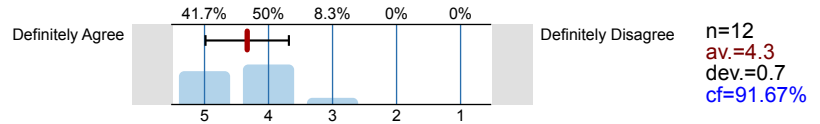
Thank you for completing the teacher evaluation of the class/seminar survey.

The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

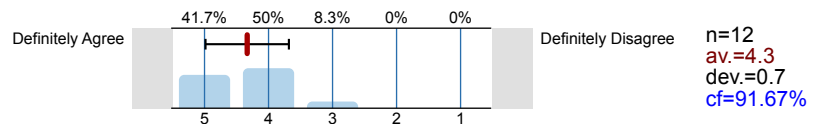
3. Course Evaluation

Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

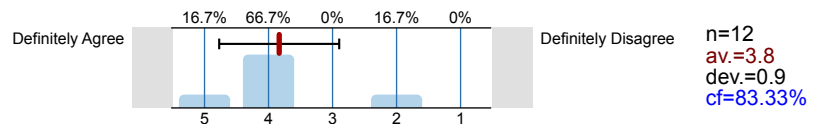
- 3.1) 2.1 This course has challenged me to achieve my best work.



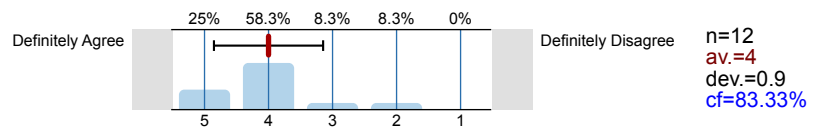
- 3.2) 2.2 This course is intellectually stimulating.



- 3.3) 2.3 I have received sufficient advice and guidance in relation to this course to date.



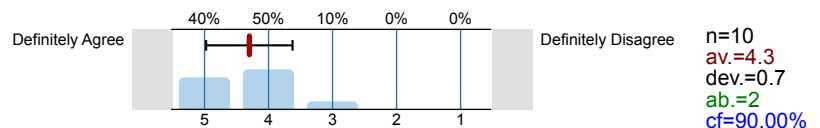
- 3.4) 2.4 I am satisfied with the amount of contact time with teachers for this course.



- 3.5) 2.4b Please comment below about why contact time with teachers has been less than satisfactory.

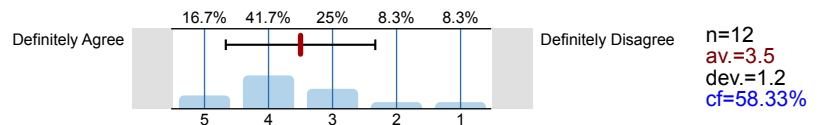
■ I would be great to have more contact time with teachers as the content is very rich.

- 3.6) 2.5 I have been able to contact staff about this course when I needed to.

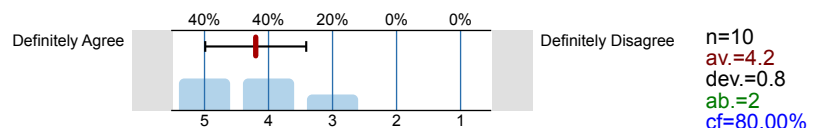


Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:

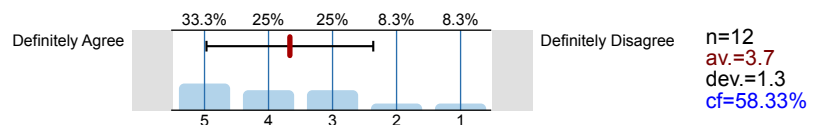
- 3.7) 2.6 The criteria used in marking have been clear in advance.



- 3.8) 2.7 Marking and assessment has been fair.



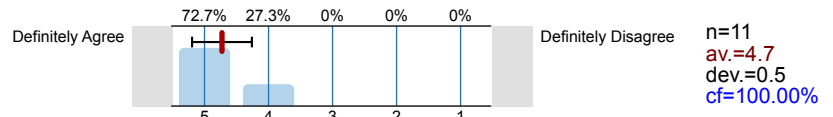
- 3.9) 2.8 The feedback I received has helped my learning and performance on the course.



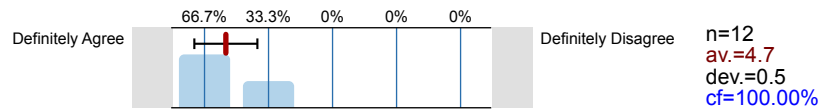
- 3.10) 2.9 Do you have a reading list for this course?



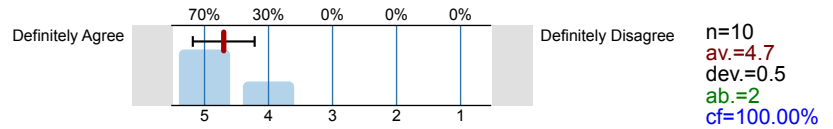
3.11) 2.9b The reading list(s) was useful for my learning.



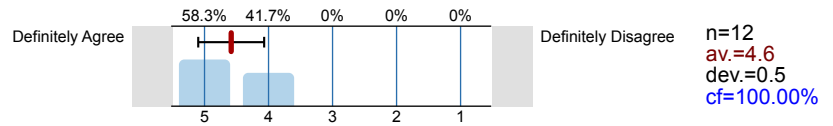
3.12) 2.9c I have been able to access all my essential readings for this course.



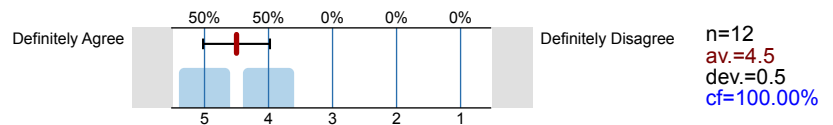
3.13) 2.9d I have been able to access all my further readings for this course.



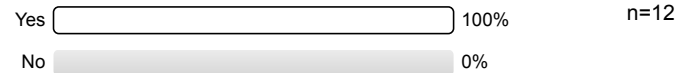
3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



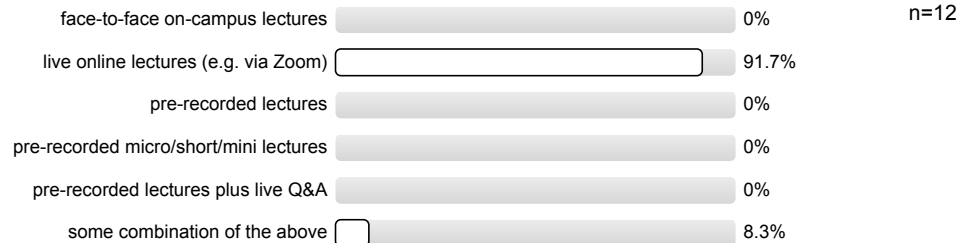
3.15) 2.11 The course material provided was useful for my studies and learning.



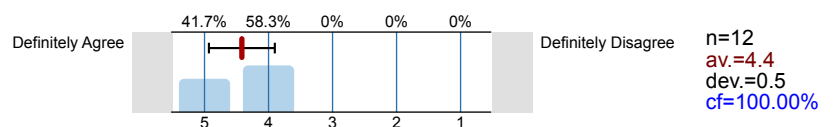
3.16) 2.12 Do you have lectures for this course?



3.17) 2.12b How are lectures delivered on this course:



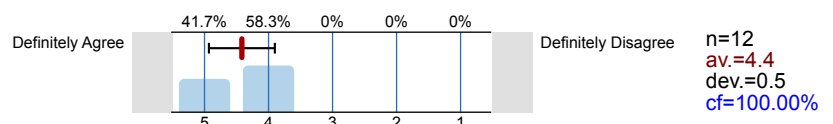
3.18) 2.12c I am satisfied with the integration of classes/seminars with lectures on this course.



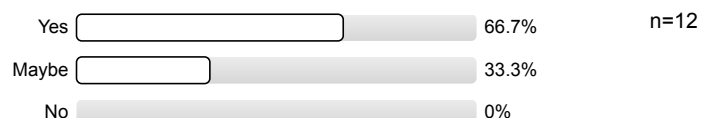
3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

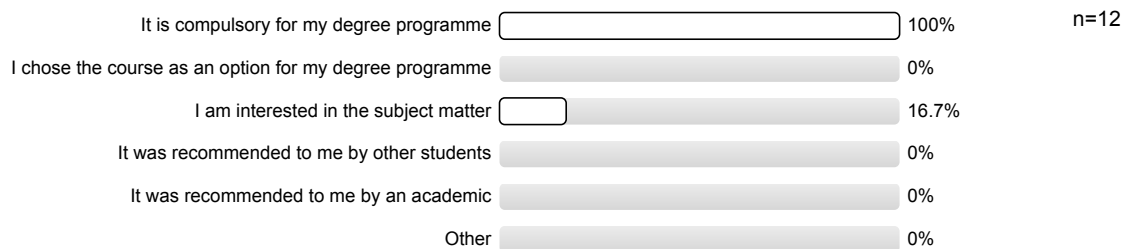
- The pacing of the content has been good and each week feels like it is distinct in the way it evolves from the previous week
- They were intellectual stimulating as it helped me understand the fundamentals of macroeconomics and the various aspects that are involved in it.
- Very engaging class

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

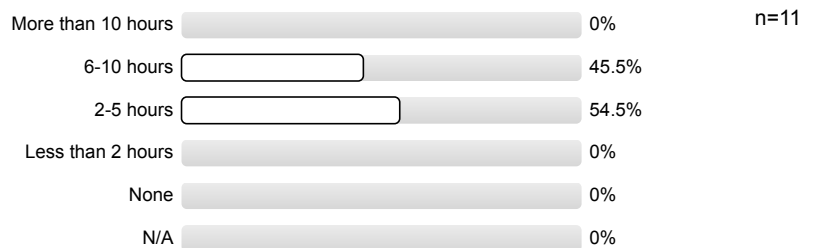
- More specific to fours ematerial
- The problem sets sometimes involved putting numbers into Excel and then copying them out again which can be a bit boring
- The readings are sometimes long and the lectures aren't long enough to cover the content.

4. Your Information

4.1) 3.1 Which of the reasons given below describe why you are taking the course? *(Please select all that apply)*



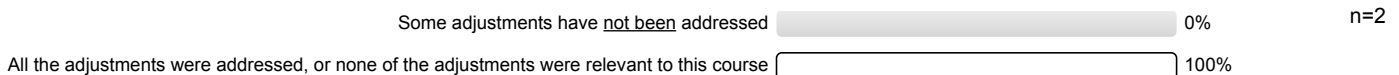
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



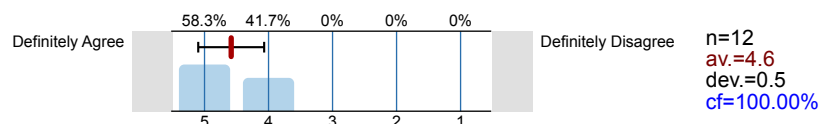
4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



4.7) 3.4b Have any adjustments highlighted in your Inclusion Plan not been addressed in this course?



4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



Profile

Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1B3.A Macroeconomics I - Group 2
 (Name of the survey)

Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation

1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=12	av.=4.8
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=12	av.=4.9
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=12	av.=4.7
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=12	av.=4.4
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=10	av.=4.3
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=10	av.=4.2
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=8	av.=4.4
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.8

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=12	av.=4.3
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=12	av.=4.3
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=12	av.=3.8
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.0
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=10	av.=4.3
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=12	av.=3.5
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=10	av.=4.2
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=12	av.=3.7
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=11	av.=4.7
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.7
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=10	av.=4.7
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.6
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=12	av.=4.5
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=12	av.=4.4

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.22)	2.13d I have been able to participate actively in these classes/seminars. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=12 av.=4.4

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you? (*)	Very Important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not at all Important
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poor
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Definitely Disagree

n=12 av.=4.6

Ghassane Benmir
EC1B5.A Macroeconomics I - Group 5
No. of responses = 9

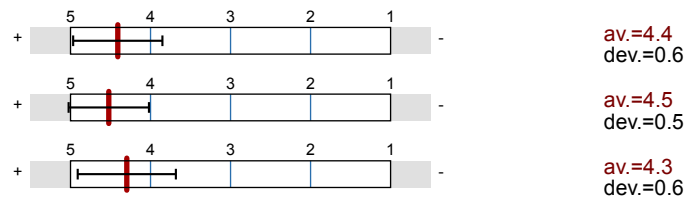


Overall indicators

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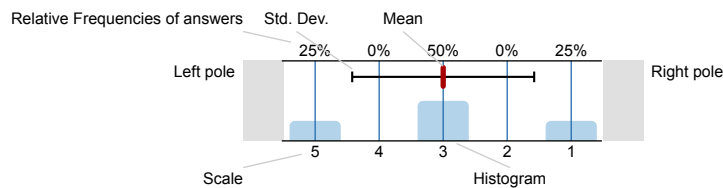
Class/Seminar Teacher Evaluation (Scale width: 5)

Course Evaluation (Scale width: 5)



Legend

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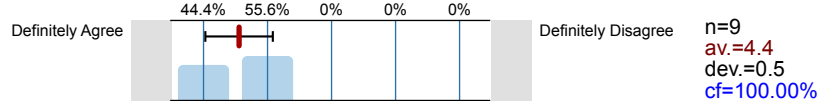
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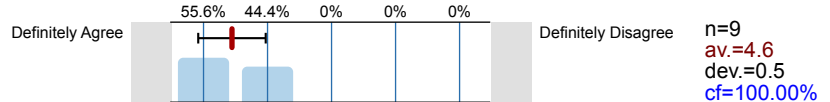


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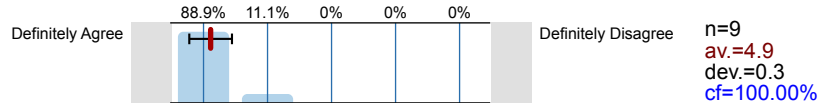
- 1.2) 1.1 The teacher communicated ideas and concepts effectively.



- 1.3) 1.2 The teacher has improved my understanding of the course content.



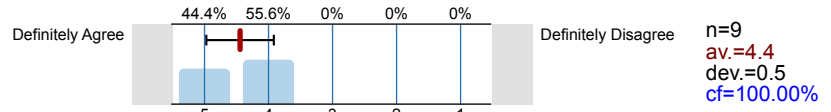
- 1.4) 1.3 The teacher has made the subject interesting.



1.5) 1.4 Have you attended classes/seminars for this class/seminar:



1.6) 1.4b The teacher is good at involving members of the class/seminar.



1.7) 1.5 Have you received feedback on your work from this teacher?

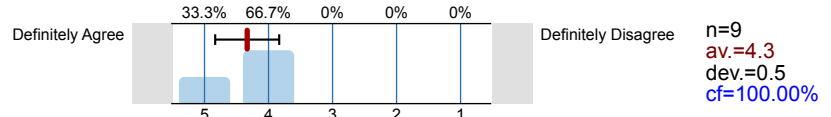


Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

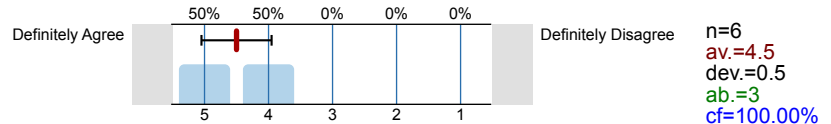
1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).



1.5c I have received helpful comments on my work.



1.5d I was able to seek further clarification on feedback from the teacher where needed.



Please show the extent of your agreement by selecting the box that reflects your current view of your class/seminar teacher:

1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.



1.7 Please comment below on aspects of this teacher's class/seminar teaching you think were particularly helpful.

- Explanation of quiz answers and class discussions are easy to follow and understand. Content overview on the powerpoint slides at the beginning of each class are particularly helpful.
- Great teaching, makes the subject very easy to understand. Easy vocabulary no complexity.
- He is good at explaining the concepts of the course well
- He is more conceptual in explaining the ideas and theories in class, as opposed to my first term where the teacher just went through worked materials.
- He is very elaborate on connecting the things we learn in class with what is relevant in the world today, making the subject very interesting. Very knowledgeable indeed.
- going over the quizzes

1.7b Please comment below on aspects of this teacher's class/seminar teaching you think could be improved.

- Already very very good!!!
- Perhaps, one thing that can be improved is in responding on all emails, even if it is just to note something.
- discussing more key concepts from the lecture in the seminar to make sure the basics are understood

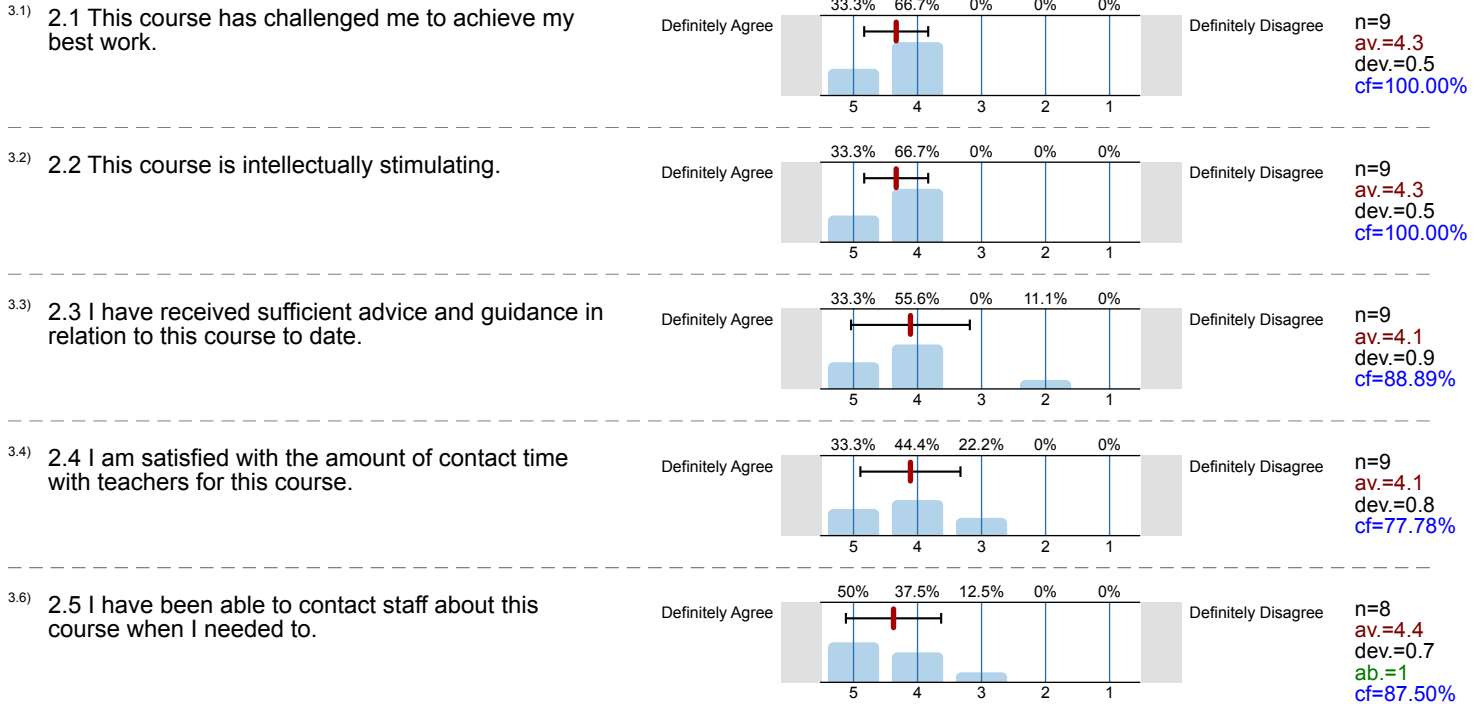
2. Thank you - Part 1 Complete

Thank you for completing the teacher evaluation of the class/seminar survey.

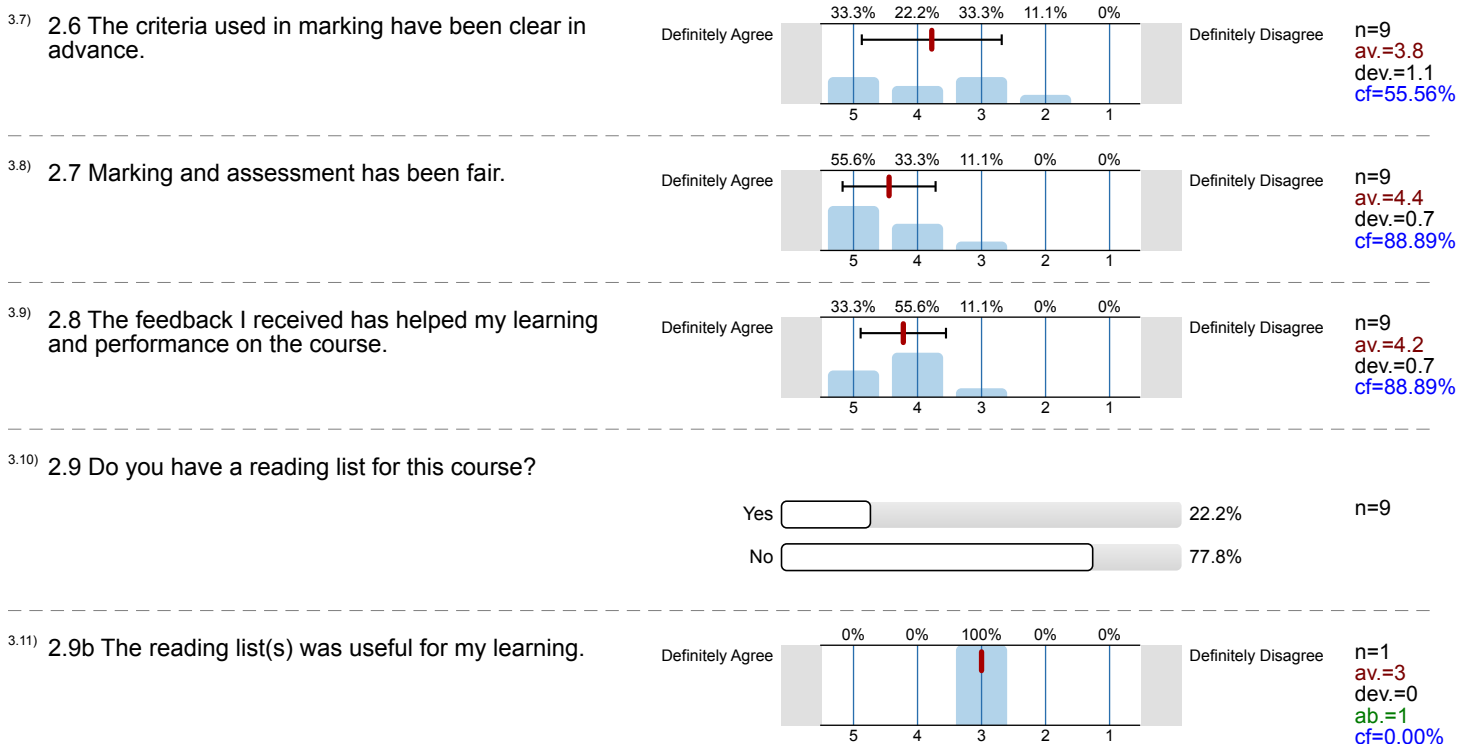
The next part of the survey asks for your views on the course as a whole. It is not restricted to this particular teacher, but to the entire experience you have had on this course to date.

3. Course Evaluation

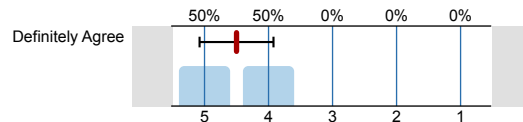
Please show the extent of your agreement by selecting the box that reflects your current view of your experience on this course to date:



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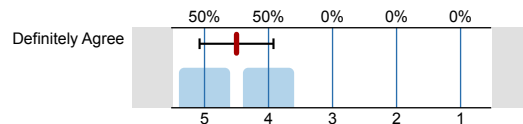


3.12) 2.9c I have been able to access all my essential readings for this course.



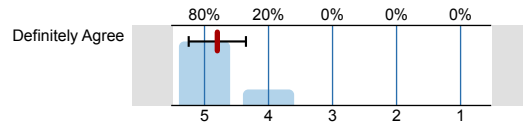
n=4
av.=4.5
dev.=0.6
ab.=5
cf=100.00%

3.13) 2.9d I have been able to access all my further readings for this course.



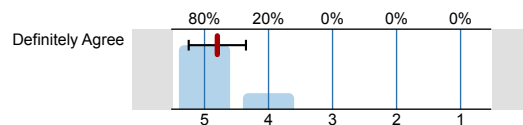
n=4
av.=4.5
dev.=0.6
ab.=5
cf=100.00%

3.14) 2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.



n=5
av.=4.8
dev.=0.4
ab.=4
cf=100.00%

3.15) 2.11 The course material provided was useful for my studies and learning.



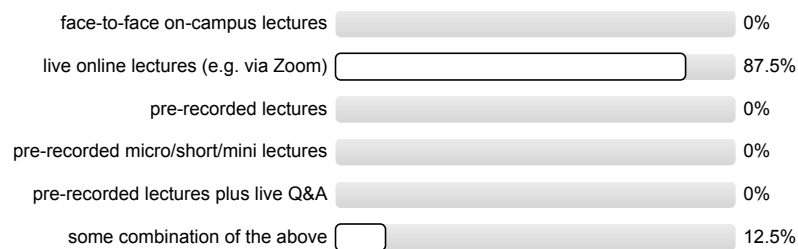
n=5
av.=4.8
dev.=0.4
ab.=4
cf=100.00%

3.16) 2.12 Do you have lectures for this course?



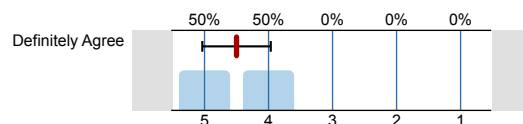
n=8

3.17) 2.12b How are lectures delivered on this course:



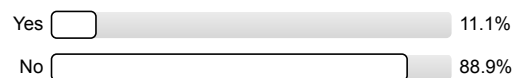
n=8

3.18) 2.12c I am satisfied with the integration of classes/ seminars with lectures on this course.



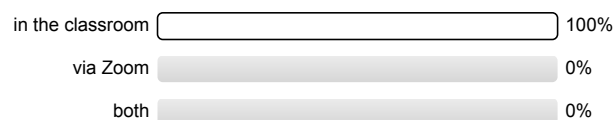
n=8
av.=4.5
dev.=0.5
cf=100.00%

3.19) 2.13 Have you experienced on campus classroom teaching where some of the students are not physically in the classroom but participate via Zoom ('hybrid' classes)



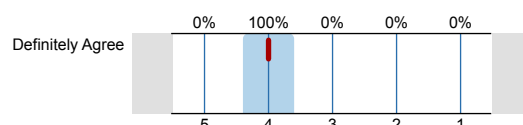
n=9

3.20) 2.13b Have you participated in these sessions



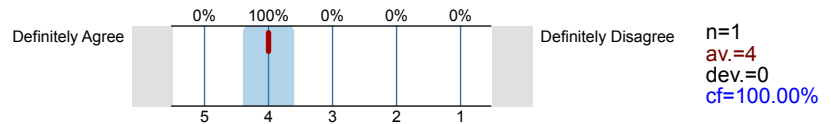
n=1

3.21) 2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.



n=1
av.=4
dev.=0
cf=100.00%

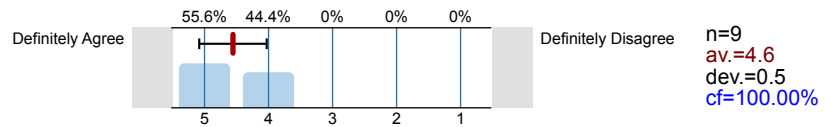
3.22) 2.13d I have been able to participate actively in these classes/seminars.



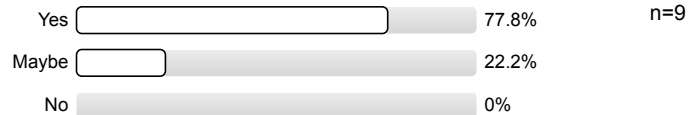
3.24) 2.13f Please add any other comments on how these sessions have worked

■ The teacher shared the screen, which I think is useful.

3.25) 2.14 Overall, I am satisfied with my experience on this course.



3.26) 2.15 Would you recommend this course to other students?



3.27) 2.16 Please comment below on aspects of this course you think were particularly good.

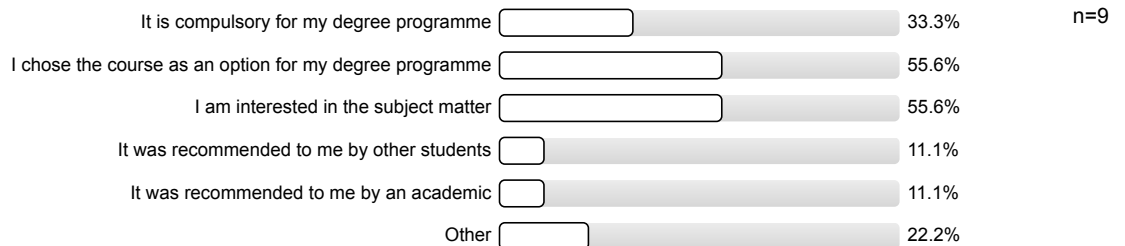
- It is just very relevant with the world today, and the course brings notable people to attend class.
- everything is perfect!!!
- the way the program is structured ie how each topic links with the previous

3.28) 2.16b Please comment below on aspects of this course you think could be improved.

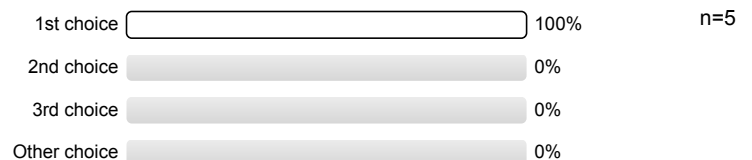
- already very good !!!
- online zoom classes can often be challenging due to the speed of the content covered. perhaps prerecording could be more useful for students.

4. Your Information

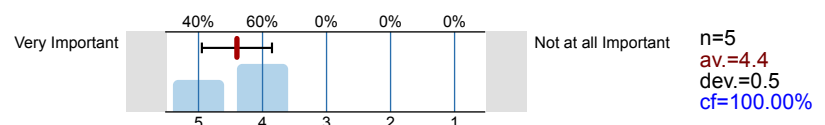
4.1) 3.1 Which of the reasons given below describe why you are taking the course? (Please select all that apply)



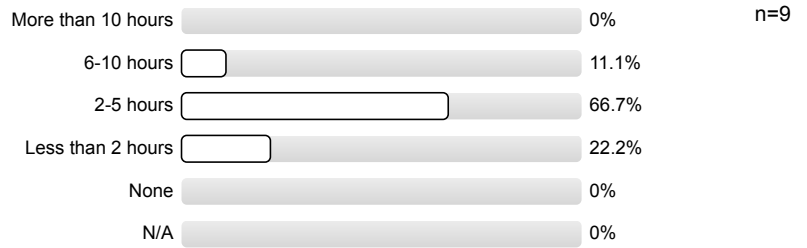
4.2) 3.1b Was this your 1st, 2nd, 3rd or other choice?



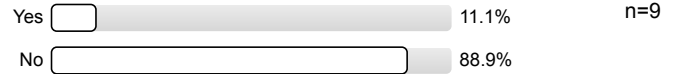
4.3) 3.1c In relation to what you wanted to study, how important was choosing this course to you?



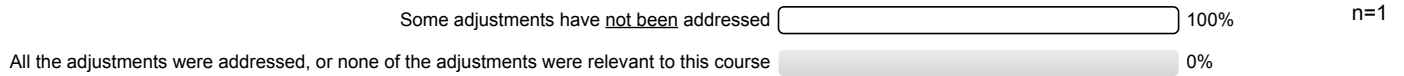
4.4) 3.2 How many hours of independent study do you put into this course each week outside of lectures, classes, and seminars?



4.6) 3.4 Do you have any Teaching and Learning Adjustments related to a declared disability?



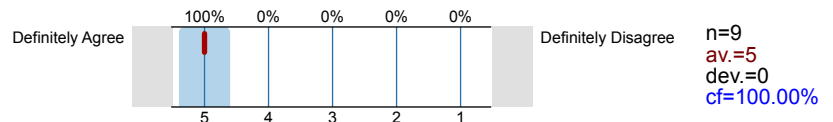
4.7) 3.4b Have any adjustments highlighted in your Inclusion Plan not been addressed in this course?



4.8) 3.4c If some adjustments were not addressed, please provide further details

- still waiting on a reply from the LSE team after reporting my concussion that I got two weeks ago which has impaired my capabilities to concentrate and work for long periods of time.

4.9) 3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.



Profile

Subunit: EC - Economics
 Name of the instructor: Ghassane Benmir
 Name of the course: EC1B5.A Macroeconomics I - Group 5
 (Name of the survey)





Values used in the profile line: Mean

1. Class/Seminar Teacher Evaluation




1.2)	1.1 The teacher communicated ideas and concepts effectively.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
1.3)	1.2 The teacher has improved my understanding of the course content.	Definitely Agree		Definitely Disagree	n=9	av.=4.6
1.4)	1.3 The teacher has made the subject interesting.	Definitely Agree		Definitely Disagree	n=9	av.=4.9
1.6)	1.4b The teacher is good at involving members of the class/seminar.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
1.8)	1.5b Feedback on my work has been timely (typically 3-4 weeks after submission).	Definitely Agree		Definitely Disagree	n=9	av.=4.4
1.9)	1.5c I have received helpful comments on my work.	Definitely Agree		Definitely Disagree	n=9	av.=4.3
1.10)	1.5d I was able to seek further clarification on feedback from the teacher where needed.	Definitely Agree		Definitely Disagree	n=6	av.=4.5
1.11)	1.6 Overall, I am satisfied with the class/seminar teaching by this teacher on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.6

3. Course Evaluation

3.1)	2.1 This course has challenged me to achieve my best work.	Definitely Agree		Definitely Disagree	n=9	av.=4.3
3.2)	2.2 This course is intellectually stimulating.	Definitely Agree		Definitely Disagree	n=9	av.=4.3
3.3)	2.3 I have received sufficient advice and guidance in relation to this course to date.	Definitely Agree		Definitely Disagree	n=9	av.=4.1
3.4)	2.4 I am satisfied with the amount of contact time with teachers for this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.1
3.6)	2.5 I have been able to contact staff about this course when I needed to.	Definitely Agree		Definitely Disagree	n=8	av.=4.4
3.7)	2.6 The criteria used in marking have been clear in advance.	Definitely Agree		Definitely Disagree	n=9	av.=3.8
3.8)	2.7 Marking and assessment has been fair.	Definitely Agree		Definitely Disagree	n=9	av.=4.4
3.9)	2.8 The feedback I received has helped my learning and performance on the course.	Definitely Agree		Definitely Disagree	n=9	av.=4.2
3.11)	2.9b The reading list(s) was useful for my learning.	Definitely Agree		Definitely Disagree	n=1	av.=3.0
3.12)	2.9c I have been able to access all my essential readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=4.5
3.13)	2.9d I have been able to access all my further readings for this course.	Definitely Agree		Definitely Disagree	n=4	av.=4.5
3.14)	2.10 I found course materials and activities accessed through Moodle useful for my studies on this course.	Definitely Agree		Definitely Disagree	n=5	av.=4.8
3.15)	2.11 The course material provided was useful for my studies and learning.	Definitely Agree		Definitely Disagree	n=5	av.=4.8
3.18)	2.12c I am satisfied with the integration of classes/seminars with lectures on this course.	Definitely Agree		Definitely Disagree	n=8	av.=4.5

3.21)	2.13c Overall, I am satisfied with the teaching in these 'hybrid' classes/seminars.	Definitely Agree		Definitely Disagree	n=1	av.=4.0
3.22)	2.13d I have been able to participate actively in these classes/seminars.	Definitely Agree		Definitely Disagree	n=1	av.=4.0
3.23)	2.13e Thinking about the technologies used (audio, visual), these classes/seminars have worked well. (*)	Definitely Agree		Definitely Disagree		
3.25)	2.14 Overall, I am satisfied with my experience on this course.	Definitely Agree		Definitely Disagree	n=9	av.=4.6

4. Your Information

4.3)	3.1c In relation to what you wanted to study, how important was choosing this course to you?	Very Important		Not at all Important	n=5	av.=4.4
4.5)	3.3 Please rate your own contribution to classes/seminars. (*)	Very Good		Poor		
4.9)	3.5 Overall, I have not had problems with digital access to Moodle or other technologies throughout the term.	Definitely Agree		Definitely Disagree	n=9	av.=5.0

Diversity Statement

Ghassane Benmir

LSE and PSL Research, October 24, 2022

Being from North-African descent, I am part of a minority at the LSE. Only about 2.8% of African students of the overall LSE undergraduate and postgraduate students¹ are represented at the LSE and far less at the PhD level. Flashing backward to a similar dynamic, when joining the *Classes Préparatoires* in mathematics and physics at *Lycée Faidherbe* in Lille in 2007, when I moved to France for my higher education studies, we were three foreigners in the class (and I was the only African with two other students coming from China). Rapidly, I had to adjust to the new cultural surroundings and find my bearings. The first few months were undoubtedly challenging but life changing. It is through these formative experiences that I have gained perspective into the challenges that non-traditional students and those coming from minorities could face. In the following, and with this perspective at hand, I, first, briefly highlight the role of mentoring. Second, I summarize my work toward inclusion. Finally, I provide an example of how my research aims to be inclusive.

Having been a minority myself, I understand how difficult it can be when arriving to campus. While facing different types of challenges, I recognize the importance of mentoring and mentors throughout the academic journey! I have been fortunate to be surrounded by amazing mentors, who have helped me navigate the different challenges I faced. I also understand that mentoring is an important means by which students from under-represented and minority backgrounds can achieve success. Furthermore, the power of the human element should not be underestimated when mentoring students from any background. I have been involved with mentoring students from different backgrounds at the LSE. Many of these students come from minority (ethnic, gender, and socio-economic) backgrounds. For instance, this year I am mentoring a female student who is undertaking her BSc in Economics and Politics at the LSE and who comes from both an underprivileged socio-economic background and an ethnic minority background (Bangladeshi), which is under-represented at the LSE. In the past, I was also involved with mentoring and advising a number of students, including with their PhD applications as part of the African Leadership Program of the Firoz Lalji Institute for Africa at the LSE. In my experience, I find that a major part of mentoring is providing guidance and feedback to fellow students to help maximize their chances of being successful with respect to their applications. I was particularly proud to see that many of the students I mentored throughout these past years were highly successful in their academic endeavors (e.g. with one female Moroccan student receiving PhD offers both at LSE and Cambridge, one male French student being accepted to both the MRes in Economics at Paris School of Economics and the prestigious *Grande École* Program of École Polytechnique, and one male French student receiving an offer to join the MSc in Finance at ESSEC Business School). I plan to continue to give back to the students in need of guidance and support during their academic journey.

¹LSE statistics on enrolled students for 2021-2022. (<https://info.lse.ac.uk/staff/divisions/Planning-Division/Management-Information/Statistics-on-Students>)

In terms of inclusiveness in teaching, over the past few years, I had the opportunity to teach a large number of students both at the LSE and PSL Research – Université Paris Dauphine. My students were coming from very diverse walks of life, with different ethnic and socio-cultural backgrounds. Their needs are very different and so are the challenges they face. Ethnic minority students often find it difficult to project in the future given the lack of mentoring they receive. I am particularly, sensitive to these issues. During my classes, I often relate to my own experience and story in order to allow different minority (and non-minority) students to be able project and have bigger dreams. I also hold different office hours to discuss potential career trajectories and how one could build a skill set and experience to be competitive for bright academic and professional pathways in the near future. Similar to challenges faced by ethnic minorities, socio-economic disparities are also a hurdle. For instance, during the pandemic, I noticed that some students could not always attend Zoom seminars and/or had trouble focusing on learning given their particular livelihood and care situations. Fearing that lock-down measures could exacerbate inequalities between students who have different socio-economic backgrounds, my first action was to contact students who stopped attending to try and understand what were the challenges they faced and offer extra office hours or LSE Moodle forum discussion to support their needs. Many students with difficult living conditions appreciated the support and solutions I offered. My feeling was that this extraordinary period exacerbated inequalities between students coming from different socio-economic backgrounds and life circumstances and that it was important that I go the extra mile for the most vulnerable students.

In my research, I seek to understand and highlight the impacts public policies could have on welfare, generally, and on income/wealth household distribution, more particularly. There is growing evidence that climate change and climate change policies have heterogeneous impacts on: i) countries, depending on their geographical locations and their ability to cope with the consequences of rising temperatures, and ii) households, depending on their income and wealth. My work seeks to shed light on the consequences of both climate change and climate change policies with a particular focus on households inequalities. In addition to the heterogeneous impacts on households, climate damages and policies could induce different regional and geographical disparities (e.g. climate damages are shown to have different impacts on countries of the Global South and the Global North). My research, thus, aims to be inclusive in both dimensions (individual and regional) as the strength of the framework I develop is its high tractability and applicability to different settings.