Australian National University

Course Evaluation
EMET7001 Economic Models and Data, Sem 2 2015
39 Enrolments; 20 Responses

Survey Results

Legend

Relative Frequencies of answers   Std. Dev.   Mean

Question text

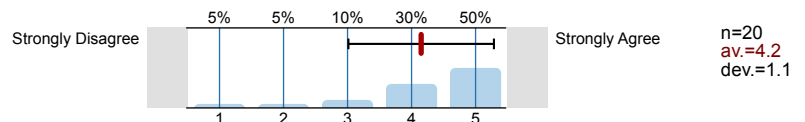Left pole | 25% 0% 50% 0% 25% | Right pole

Scale 1 2 3 4 5   Histogram
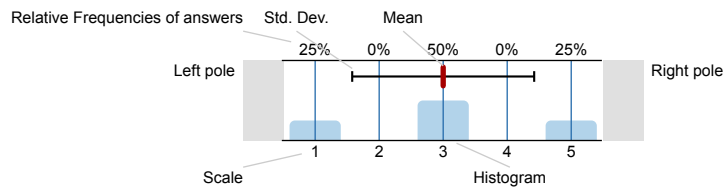
n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Experience of learning:

1. I had a clear idea of what was expected of me in this course

Strongly Disagree | 5% 5% 10% 30% 50% | Strongly Agree
1 2 3 4 5

n=20
av.=4.2
dev.=1.1
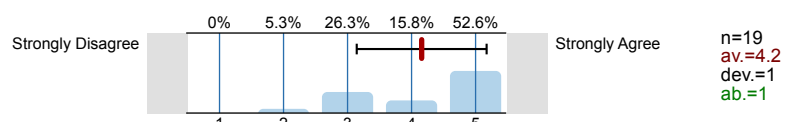
2. The teaching and learning activities (eg. lectures, tutorials, field trips) supported my learning

Strongly Disagree | 0% 0% 15% 40% 45% | Strongly Agree
1 2 3 4 5

n=20
av.=4.3
dev.=0.7
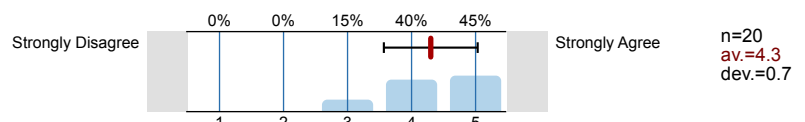
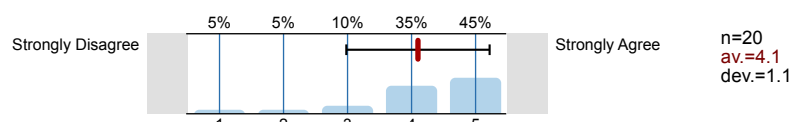**3. I had ready access to the learning opportunities provided in this course (eg. course notes, online materials, library resources, field trips)**
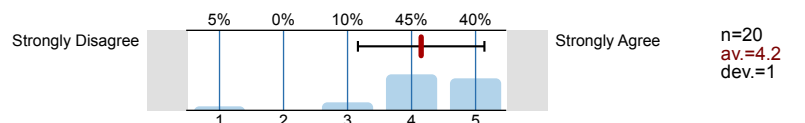
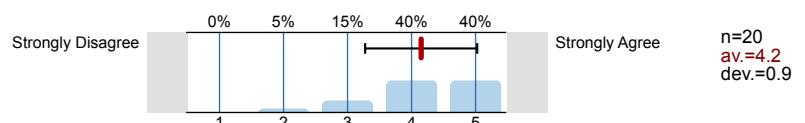Strongly Disagree | 5% 0% 10% 45% 40% | Strongly Agree
1 2 3 4 5

n=20
av.=4.2
dev.=1

4. The assessment seemed appropriate given the goals of the course

Strongly Disagree | 0% 5.3% 26.3% 15.8% 52.6% | Strongly Agree
1 2 3 4 5

n=19
av.=4.2
dev.=1
ab.=1

5. The feedback I received during the course supported my learning

Strongly Disagree | 5% 5% 10% 35% 45% | Strongly Agree
1 2 3 4 5

n=20
av.=4.1
dev.=1.1

6. Overall, I was satisfied with my learning experience in this course

Strongly Disagree | 0% 5% 15% 40% 40% | Strongly Agree
1 2 3 4 5

n=20
av.=4.2
dev.=0.9

Additional information

Is this a required or elective course for you?

Required course | 65% | n=20
Elective course | 35%

Are you a full-time or part-time student?

Full-time student | 80% | n=20
Part-time student | 20%

Are you a domestic or international student?

Domestic	25%	n=20
International	75%	

Histogram for scaled questions

1. I had a clear idea of what was expected of me in this course
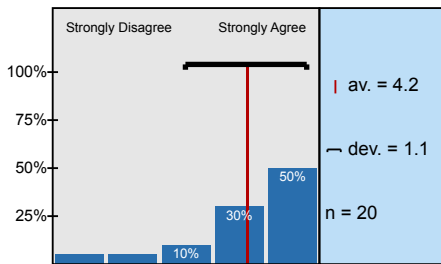
Strongly Disagree — Strongly Agree

av. = 4.2
dev. = 1.1
n = 20

10% · 30% · 50%

2. The teaching and learning activities (eg. lectures, tutorials, field trips) supported my learning

Strongly Disagree — Strongly Agree

av. = 4.3
dev. = 0.7
n = 20

15% · 40% · 45%

3. I had ready access to the learning opportunities provided in this course (eg. course notes, online

Strongly Disagree — Strongly Agree

av. = 4.2
dev. = 1
n = 20

10% · 45% · 40%

4. The assessment seemed appropriate given the goals of the course

Strongly Disagree — Strongly Agree

av. = 4.2
dev. = 1
n = 19

26% · 16% · 53%

5. The feedback I received during the course supported my learning

Strongly Disagree — Strongly Agree

av. = 4.1
dev. = 1.1
n = 20

10% · 35% · 45%

6. Overall, I was satisfied with my learning experience in this course

Strongly Disagree — Strongly Agree

av. = 4.2
dev. = 0.9
n = 20

15% · 40% · 40%
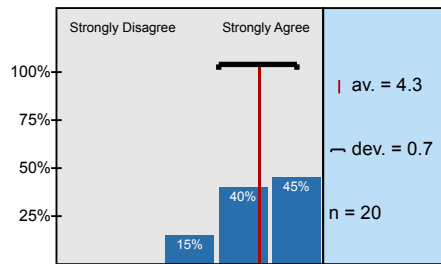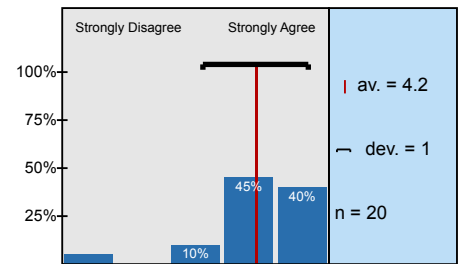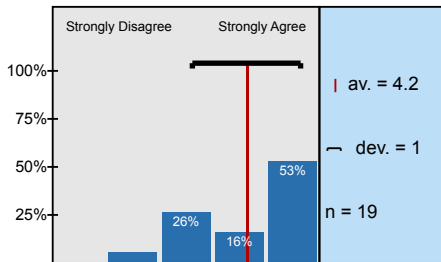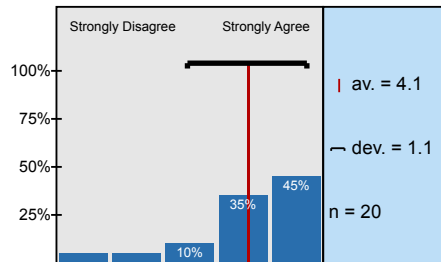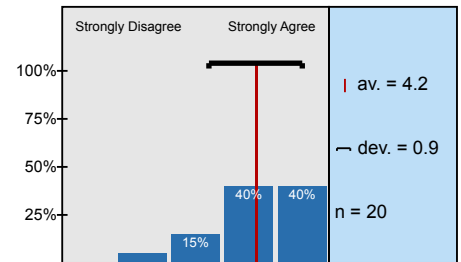
Comments Report

Additional information

What were the most notable strengths of the course?

- Great lecturer

- I believe that the emphasis on building the elementary mathematical concepts was the most notable strengths of this course.

- Interesting subject matter that does a good job of extending the EMET1001 undergraduate material. Engaging and enthusiastic lecturer with an exceptional command of the material and a good rapport with the class.

- Ma was very receptive to questions, students seeking feedback etc. From the first class, he was clear about our form of assessment - which was appreciated.

- Pure mathematics.

What suggestions for improvement would you like to make?

- Exams had a number of proof/theoretical questions - should be covered more during lectures/tutes

- Having an assessment only at the very end of the course is less helpful than more regular assignments, or perhaps even homework on a weekly or fortnightly basis. The material felt quite rushed - it's not as easy for first years to keep up, it takes a bit of time to just get used to the concepts.

- It is better to move the class time to anther time. We seldom have a clear mind in the evening.

- The postgrad seminar is pitched at too high a level. I don't know about the international students, but the domestic students were stumped a lot of the time. I think Ma assumed we had stronger maths backgrounds than we actually had. I think the seminar would work better if some content was taken out, and time was taken to explain concepts in greater detail - making fewer assumptions about our knowledge - people would find this class more manageable. I think a lot of students 'gave up' on this class because it seemed overwhelming.