

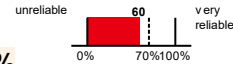
Advanced Macro-Economics

900333SSC
AUC
23-24/S2B1

N response **6**
N course: **10**

REPORT RELIABILITY

rapport betrouwbaar bij **70%**

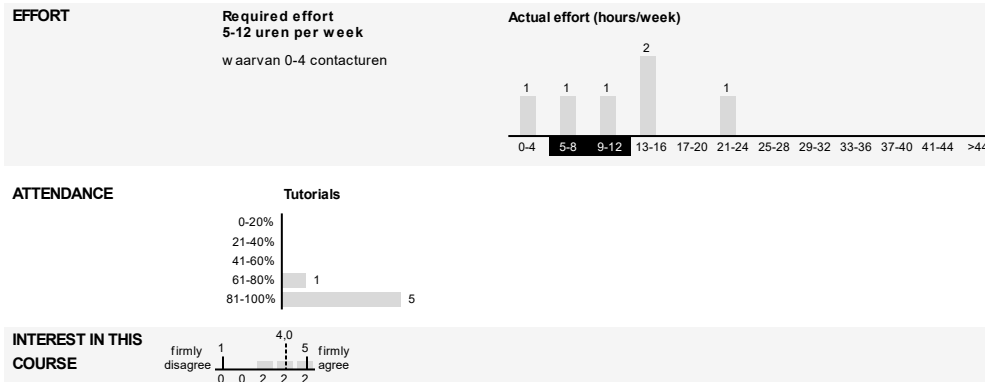


Context information

Course

TEACHING METHODS	Tutorials	2 Docenten	FORMS OF TESTING AND ASSESSMENT
GROUP SIZE	S M L XL	WORKLOAD 6 EC	COMPULSORY No
		DIFFICULT (according to lecturers)	1 2 3 4 5

Student



Overview of the results

	Topic	Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Core results	General opinion	Instructive	0,0	83,3	4,7	0,8
		Quality of the course	0,0	91,7	4,6	0,7
		Clear course design	0,0	100,0	4,8	0,4
		Academic challenge	0,0	83,3	4,7	0,8
		Sufficient feedback	0,0	100,0	4,6	0,5
		Student-activating teaching	16,7	83,3	3,7	0,8
Teaching methods	Tutorials	Workload	0,0	100,0	3,3	0,5
		Level	0,0	66,7	4,2	1,0
		Level	0,0	100,0	3,3	0,5

Overview of the learning outcomes

Learning outcomes, in descending order of the extent to which respondents said they attained them in this course

Dimension	% (Very) dissatisfied	% (Very) satisfied	M	SD
Knowledge and understanding	0,0	100,0	4,3	0,5



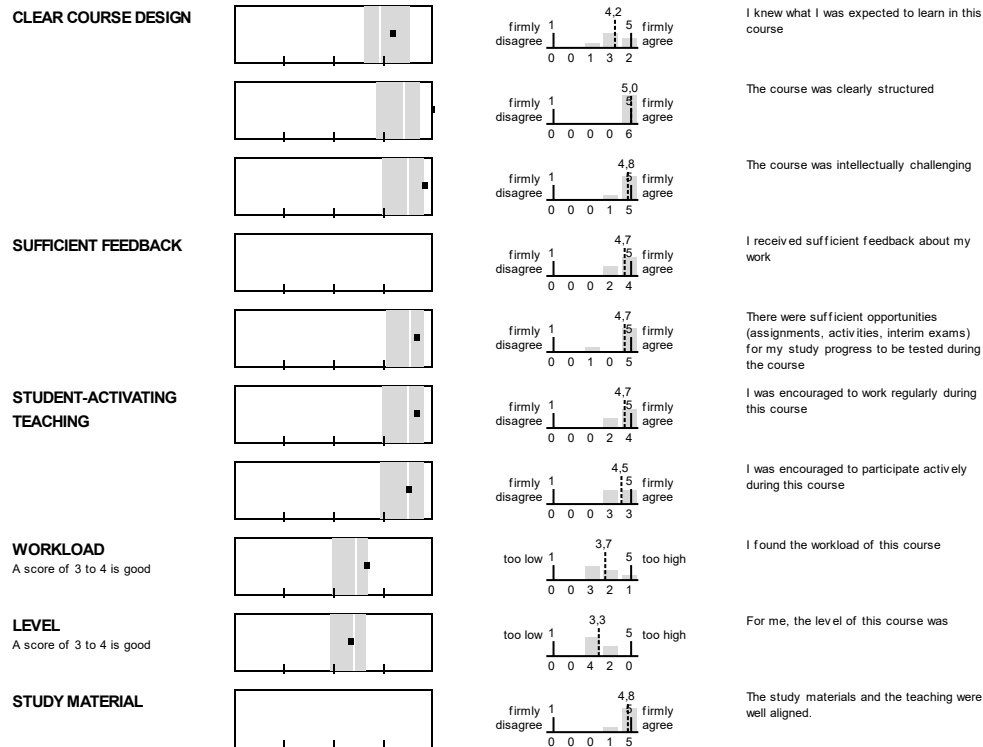
Lecturers' comments

Core results

General opinion



Quality of the course



Learning outcomes



Teaching methods and Forms of testing and assessment

Tutorials



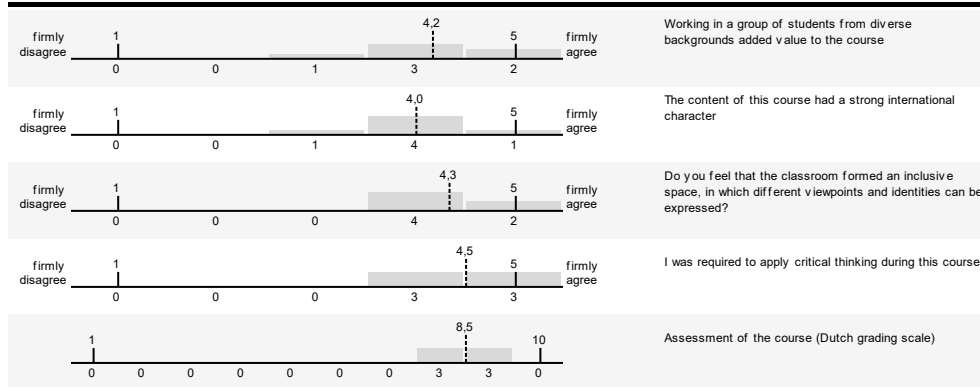
Lecturer W. (Wei) Li

Tutorials

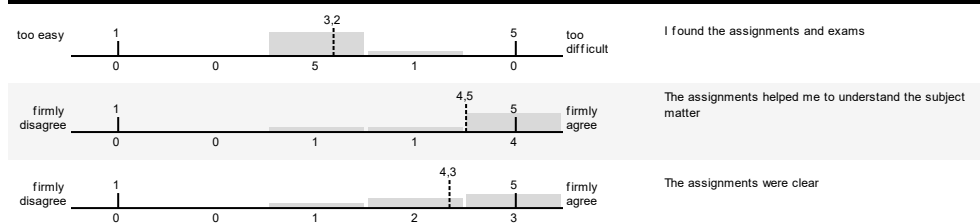
INSTRUCTION		I was given clear instructions for the assignments and activities
VALIDATION		The lecturer demonstrated why the assignments were useful
SUPERVISION		The supervision during the sessions was good
STUDENT-ACTIVATING TEACHING		The lecturer encouraged the students to think about the subject matter
		The lecturer encouraged the students to participate actively
ORGANISATION		The sessions were well organised

Added questions

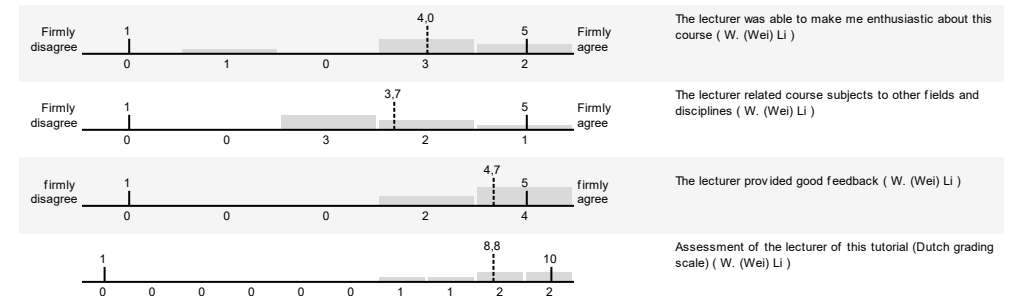
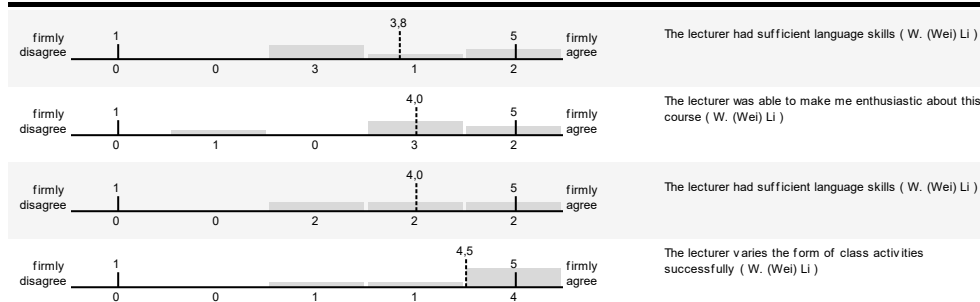
Course quality: Advanced Macro-Economics



Tutorials ('werkgroepen'): Advanced Macro-Economics



Lecturers teaching tutorials ('werkgroepen'): W. (Wei) Li



Open questions

General assessment: What aspects of this course did you particularly appreciate and what suggestions do you have for improving this course?

"- More debate-like environments where pupils can argue over what economic policy is the most suitable"

"Overall, I enjoyed the course a lot. I don't think I have all that many suggestions :)"

"Make sure to always had the answers to all of the questions presented in the slides. Do 1 round table instead of 2 and replace it with a debate for example. Explain a bit more the maths part. Otherwise super good, everything was clear and the class was enjoyable. Loved the teachers"

"The course was really perfect in many ways. I appreciated that the content was complex but the lecturers were able to explain it properly and efficiently. The reading material added on to this as it was clear and explained everything clearly. The assignments were all clear and well placed out throughout the semester. The weights of the assignments were also great and made sure that students but in effort all along the semester. The course explained theory perfectly and made students very knowledgeable in it. The exams were great and were actually interesting to take. Overall the course was not very complex which actually helped me understand the subject matter better and become well mastered in it. I really appreciate this course and it was the highlight of my semester. I would improve upon maybe the slides and make them more clear. Maybe I would also suggest the lectures provide Youtube links so that students can revise the concepts at home through videos. Also I would suggest linking the material more to the real world as it would facilitate understanding."

Lecturers teaching tutorials ('werkgroepen'): W. (Wei) Li (Do you have any suggestions for improvement?)

"Not really"

"Be a little more clear in the explanations of the assignments."

"I think the lecturer could improve on the clarity of explaining the content. Some of the content of the course was quite complex and I think maybe the lecturer struggled to explain it clearly to the students."

Lecturers teaching tutorials ('werkgroepen'): W. (Wei) Li (Which qualities of the lecturer did you particularly appreciate?)

"Very charismatic :)"

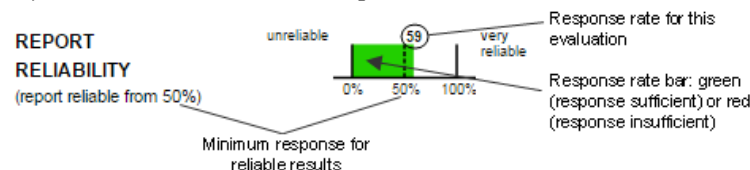
"Very kind and understanding. super patient and always tries our best to explain everything well. Love her."

"The lecturer was attentive to the needs of students and always answered questions. Very easy to reach and is eager to answer questions or address doubts. This was very refreshing compared to other teachers in AUC. Also the lecturer made the classroom lively and made sure to make all students participate. Feedback was always provided and was very clear and genuine."

Reading guide to accompany the evaluation report for lecturers

Response

At the top of the report, response data is included together with a chart indicating whether the results are sufficiently reliable, in light of the response rate. This percentage is based on the number of respondents and the number of course registrations in SIS.



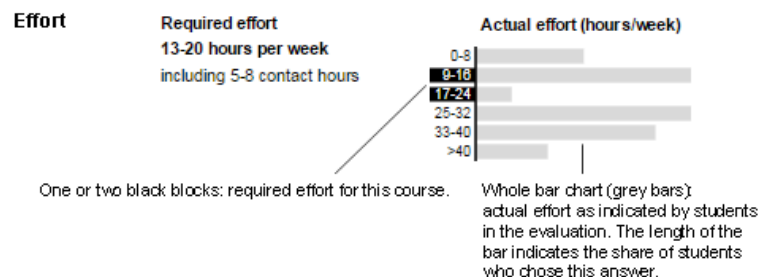
The minimum response rate that indicates whether the report can be considered reliable depends on the group size for the course. Reports that cannot be considered statistically reliable may still contain useful information and will also be distributed, although they should be interpreted with caution.

Group size	N Students	Acceptable response rate
small	< 15	at least 70%
medium	15-35	at least 50%
large	36-50	at least 35%
extra large	> 50	at least 30%

Context information

Here, course characteristics are shown that provide a frame of reference for interpreting the evaluation results. This information originates partly from the course coordinator/lecturer and partly from the student responses to the evaluation (such as attendance and effort).

The information on required and actual student effort should be interpreted as follows:



Influences on the learning process

This provides an indication of whether specific educational circumstances had a positive or negative effect on the students' learning process. This information originates from the lecturer course assessment that lecturers may have completed at the end of the course.

Overview of Results

On the right of page 1, there is a summary of the evaluation results. The colour coding indicates aspects of the course judged to be particularly positive or negative.

	% (very) dissatisfied	% (very) satisfied
Red	> 40%	< 25%
Orange	25% - 40%	25% - 40%
White/grey	<25%	40% - 75%
Green		> 75%

M	Mean score
SD	Standard deviation

The scores that count as (very) satisfied or dissatisfied for each response scale are as follows:

Response scale	(very) dissatisfied scores	(very) satisfied scores
Report mark (1-10)	1 to 5	7 to 10
Firmly disagree - firmly agree (1-5)	1 & 2	4 & 5
Not at all - a great deal (1-5)	1 & 2	4 & 5
Too easy - too difficult (1-5)	1 & 5	3 & 4
Too low - too high (1-5)	1 & 5	3 & 4

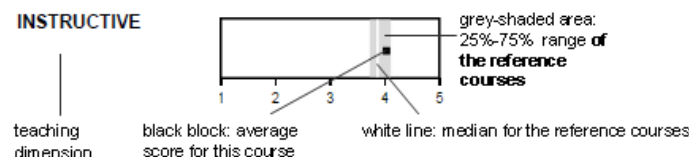
Comments by lecturers

This page includes the explanation that you and/or other lecturers may have provided in the lecturer course assessment concerning circumstances influencing the students' learning process.

Evaluation results

Starting on page 3, the evaluation results for various dimensions of the teaching are shown in charts. Unless otherwise indicated, the response category on the far right of the chart is the optimum score for both charts.

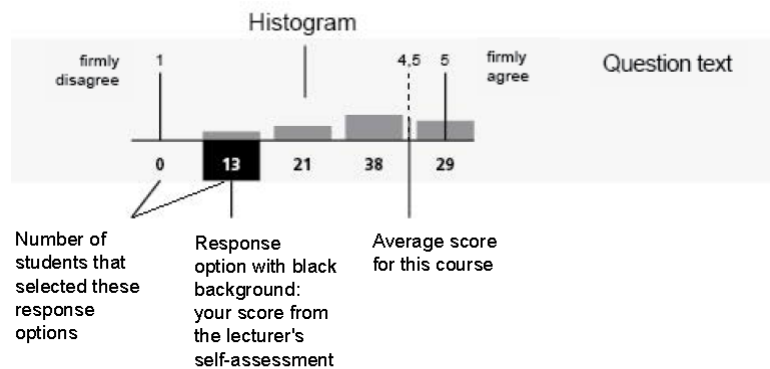
The chart on the left compares the average scores for the course with those for comparable courses (reference courses). This refers to UvA Q-evaluated courses from the same faculty, the same programme level (Bachelor or Master), with comparable group sizes, from the last three academic years and the current academic year. Reference information is shown only if at least 30 courses meet these criteria.



The median is the middle value in the ranking from low to high of the average scores for all reference courses. The 25%-75% range of the reference courses indicates the values between which the average scores fall for each course, with the exception of the 25% lowest and 25% highest scoring courses.


If this chart does not include a grey-shaded area, this means that there is insufficient reference data for this question.

In addition to the average for the course, the chart on the right shows the question scale applied, the distribution of responses and also the self-reflection score that you may have submitted. The number of respondents is given under each response option.



If you completed a lecturer course assessment at the end of the course, you will find the self-assessment scores you submitted (the black blocks below the histogram charts) in this report. With these, you indicated how you expected students to answer specific questions. In this report, you can now compare your expectations with the actual student responses. Self-assessment scores relate to the question of how instructive students found the course, all questions under Quality of the course and the questions about you as the lecturer. The self-assessment scores are included only in this specific version of the report intended for you. Course reports (for e.g. programme coordinators and Boards of Studies) do not contain this information.

Learning outcomes

The evaluation generally includes questions about the learning outcomes of the course. The evaluation results indicate the extent to which students feel that they actually made progress during the course in terms of the evaluated learning outcomes. The learning outcomes designated in advance as essential for the course are indicated by means of an exclamation mark alongside the chart on the left. 

Lecturer

This section shows how you as individual lecturer were assessed by the students on various aspects.

Please note: If students in this course were spread across several tutorial groups and you taught one or more tutorial groups (but not all), please bear in mind that the response information at the top of the report does not apply to this section, because it only pertains to one or more subgroups.

Added questions

If non-standard questions were added to the evaluation, these will generally be included in the Added Questions section. Only if just one additional question has been added to a block of questions, this will be included along with the results of the set questions on that subject where possible. Because these are not standard questions, reference data is not available. This is why the chart with reference data is not shown.

Open questions

Each evaluation contains one or more open questions in which students are asked about the strengths of the course and/or the lecturer and suggestions for improvement. These are shown at the end of the report.

The responses to the open questions are not included in all evaluation reports. The decision as to whether to include these is made by the person creating the report. This may mean that these results are missing from the report.

Date

The date on the bottom right of the report is the date on which the report was created. The information in the report dates from the weekend preceding that.

More information

Further information is available at <http://staff.uva.nl/uva-q>. Here you will find an explanation of the UvA Q teaching evaluation system as well as information about the teaching dimensions in the evaluation reports. The page also includes a list of UvA Q contact persons for each faculty.