EC7410 - Econometrics 1, Fall 2017

Answer Count: 43
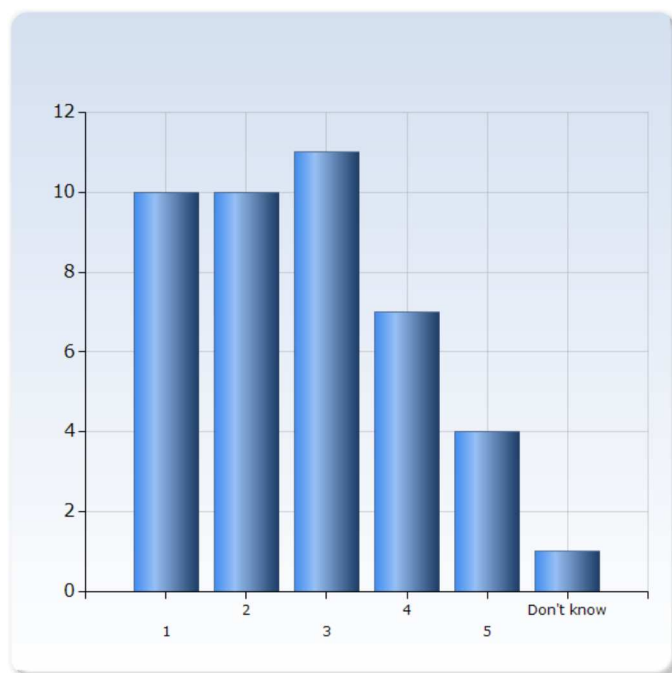
Lecturers: Peter Skogman-Thoursie and Sergio de Ferra

In this course evaluation a five-graded scale will be used where 1 = very bad, up to 5 = very good.

1. What is your general opinion on this course?

	Mean
	2.6

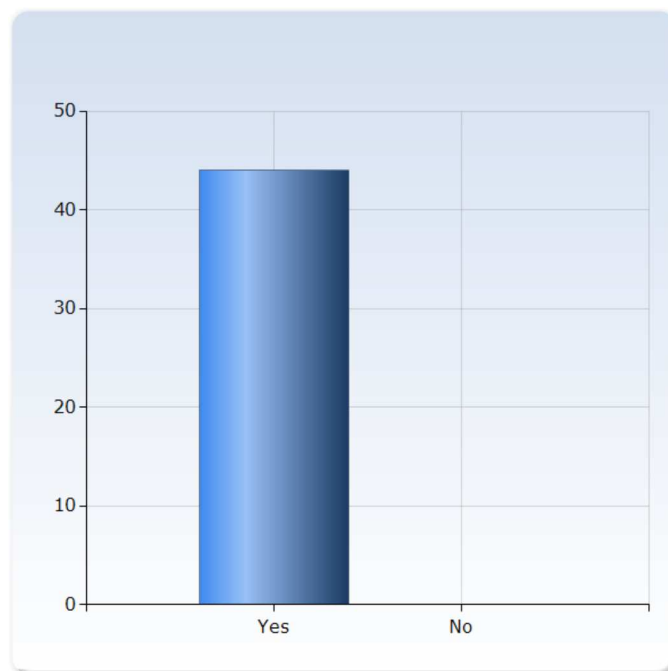|	Number of Responses
1	10 (23.3%)
2	10 (23.3%)
3	11 (25.6%)
4	7 (16.3%)
5	4 (9.3%)
Don't know	1 (2.3%)
Total	43 (100.0%)

2. Approximately, how many hours per week did you spend studying during this course? (including lectures and seminars/exercises)

	Number of Responses
10 hours or less	6 (14.6%)
11-20 hours	11 (26.8%)
21-30 hours	11 (26.8%)
31-40 hours	9 (22.0%)
More than 40 hours	4 (9.8%)
Total	41 (100.0%)
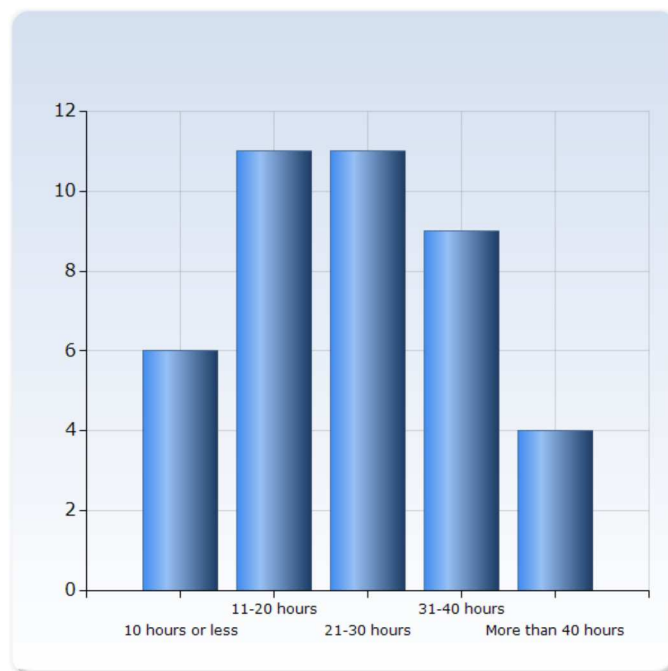
3. Did you have access to the course literature?

	Number of Responses
Yes	44 (100.0%)
No	0 (0.0%)
Total	44 (100.0%)

4. Have you read the course literature?
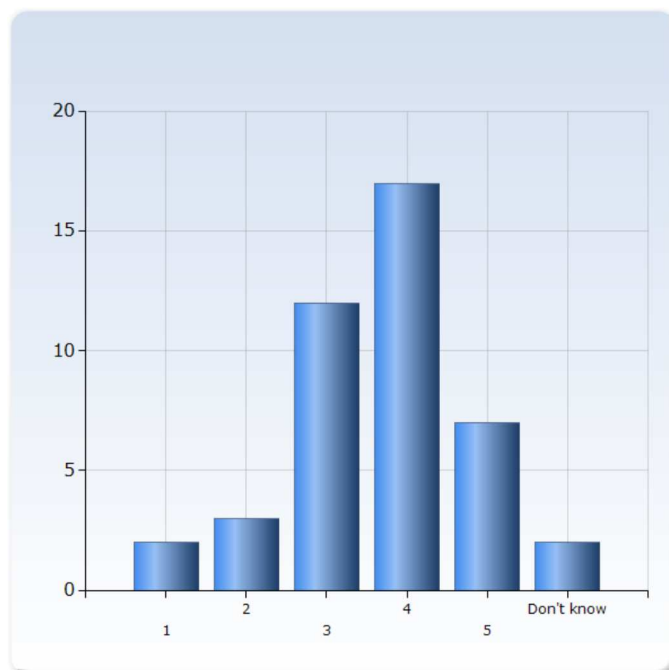
	Number of Responses
Yes, mostly	41 (95.3%)
No	2 (4.7%)
Total	43 (100.0%)

5. What is your opinion on the course literature? (assuming you read it)
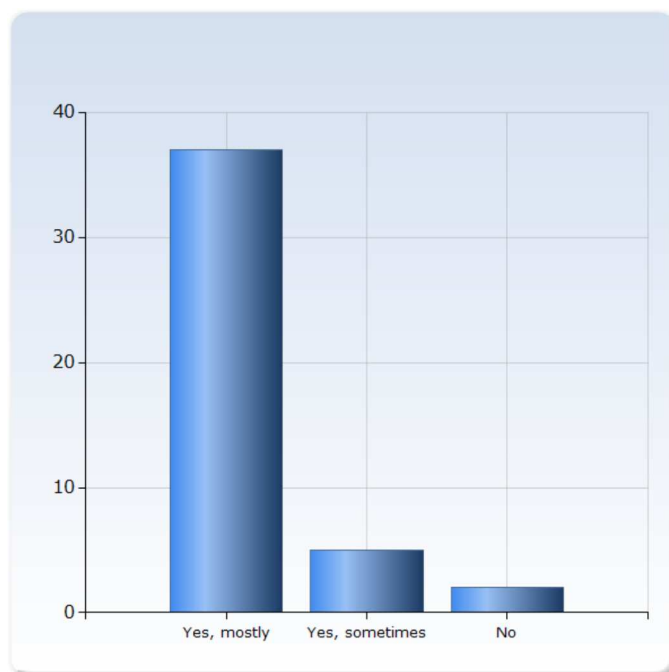
	Mean
	3.6

	Number of Responses
1	2 (4.7%)
2	3 (7.0%)
3	12 (27.9%)
4	17 (39.5%)
5	7 (16.3%)
Don't know	2 (4.7%)
Total	43 (100.0%)

6. Did you attend the lectures?
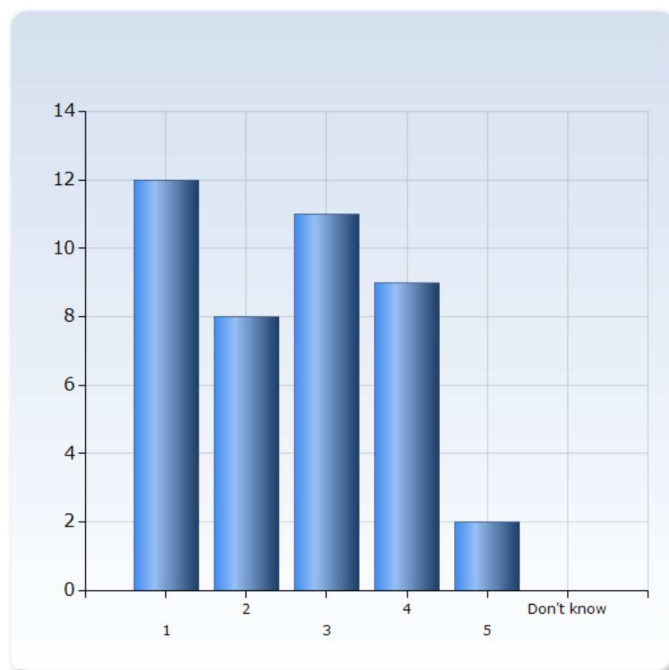
	Number of Responses
Yes, mostly	37 (84.1%)
Yes, sometimes	5 (11.4%)
No	2 (4.5%)
Total	44 (100.0%)

7. What is your opinion on the lectures? (assuming you attended at least some of them)
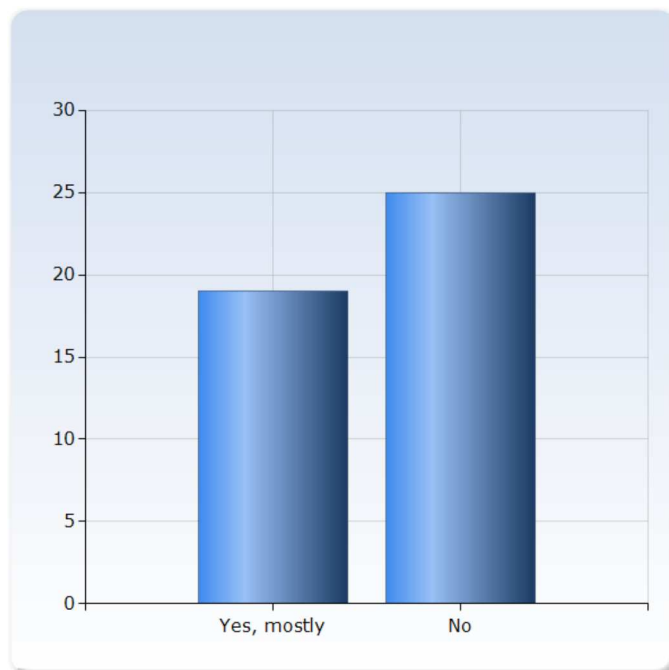
	Mean
	2.5

	Number of Responses
1	12 (28.6%)
2	8 (19.0%)
3	11 (26.2%)
4	9 (21.4%)
5	2 (4.8%)
Don't know	0 (0.0%)
Total	42 (100.0%)

8. Did you usually read the literature before you attended lectures?

	Number of Responses
Yes, mostly	19 (43.2%)
No	25 (56.8%)
Total	44 (100.0%)

9. What is your opinion on the level of difficulty of the lectures?

	Number of Responses
Too easy	1 (2.3%)
About right	17 (39.5%)
Too difficult	25 (58.1%)
Total	43 (100.0%)
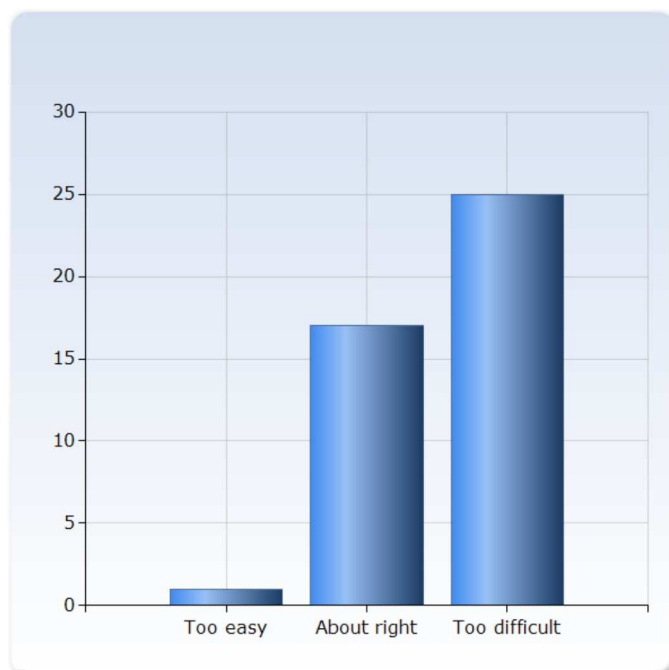
10. Did you attend the exercises/seminars ?

	Number of Responses
Yes, mostly	31 (70.5%)
Yes, sometimes	7 (15.9%)
No	6 (13.6%)
Total	44 (100.0%)
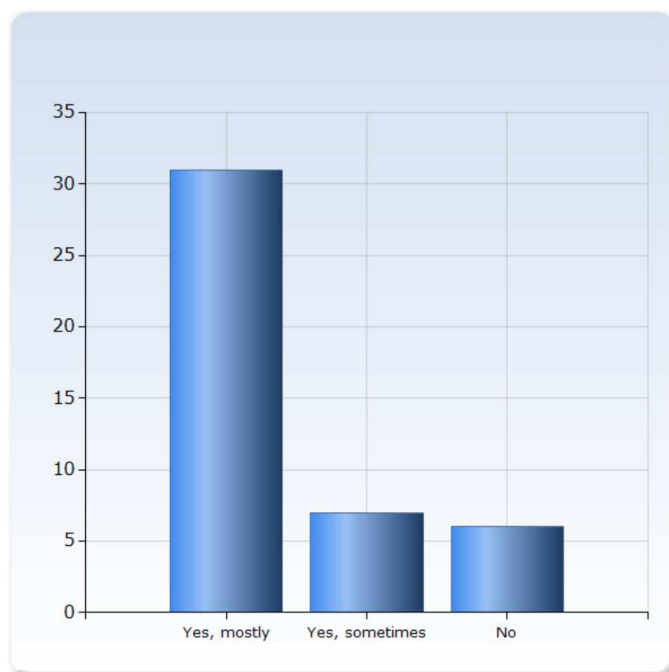
11. Who was your teacher on the exercises/seminars ?

	Number of Responses
Fabian Sinn	13 (31.0%)
Monir Buonadi	21 (50.0%)
Don't know	8 (19.0%)
Total	42 (100.0%)
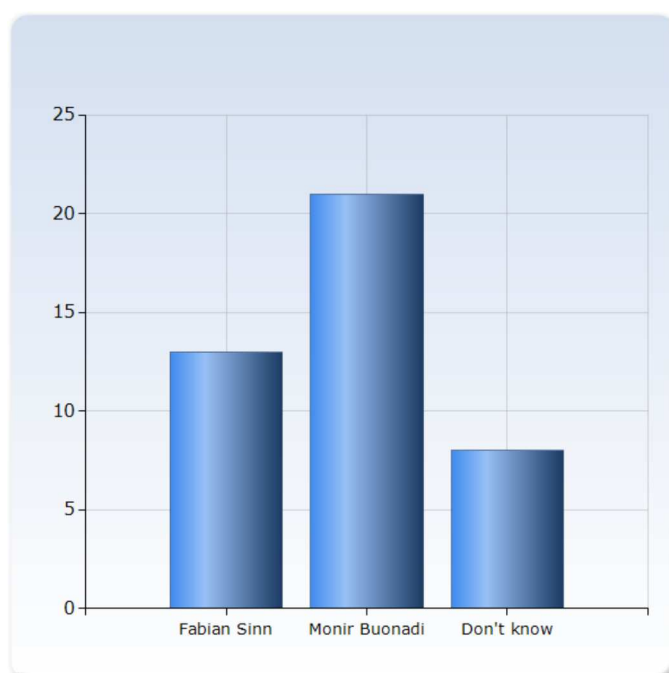
12. What is your opinion on the exercises/seminars ? (if you attended at least some of them)

	Mean
	3.0

	Number of Responses
1	8 (19.0%)
2	6 (14.3%)
3	9 (21.4%)
4	6 (14.3%)
5	8 (19.0%)
Don't know	5 (11.9%)
Total	42 (100.0%)
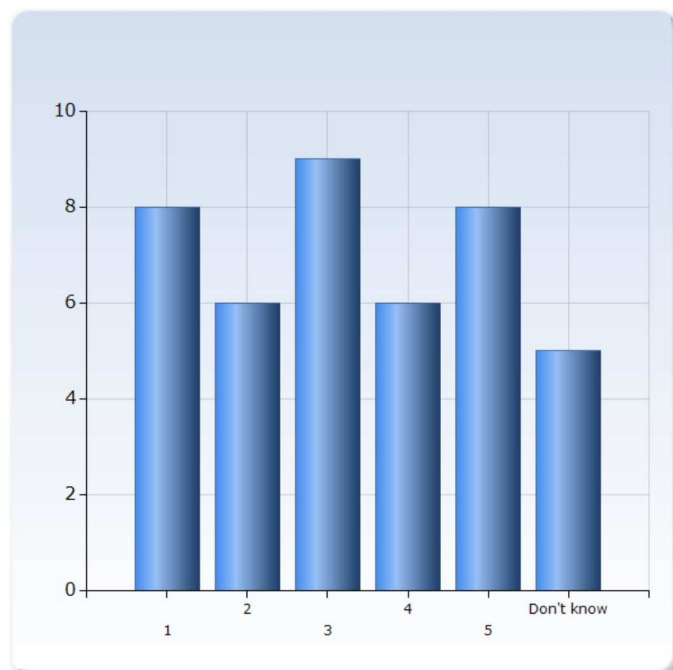
Who was your teacher on the exercises/seminars ?		
	Fabian Sinn	Monir Buonadi
Mean	2.0	3.8

13. Did you usually try to solve the problem sets before you attended the exercises/seminars?

	Number of Responses
Yes, mostly	25 (59.5%)
No	17 (40.5%)
Total	42 (100.0%)

14. What is your opinion on the level of difficulty of the exercises/seminars?

	Number of Responses
Too easy	0 (0.0%)
About right	20 (47.6%)
Too difficult	22 (52.4%)
Total	42 (100.0%)
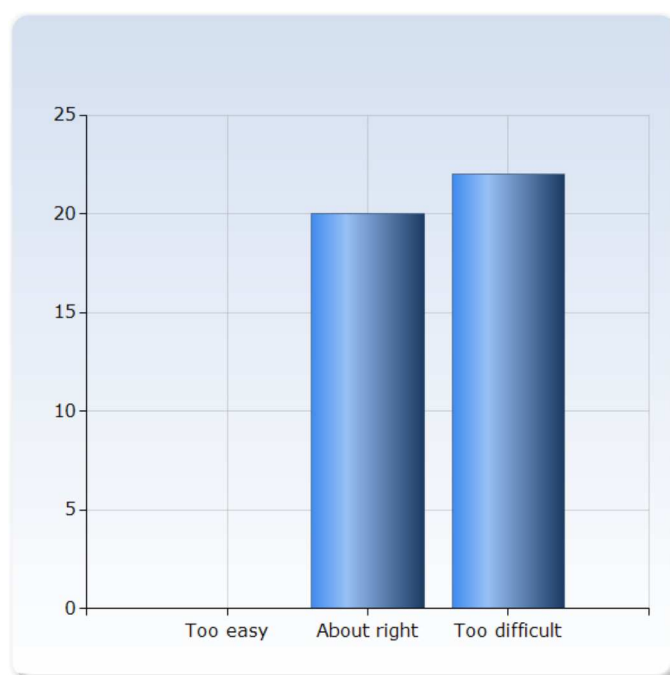
15. Did you write the exam?

	Number of Responses
Yes, mostly	37 (84.1%)
No	7 (15.9%)
Total	44 (100.0%)

16. How well did the exam reflect the course in your view?

Mean
2.3

	Number of Responses
1	11 (25.0%)
2	12 (27.3%)
3	9 (20.5%)
4	6 (13.6%)
5	0 (0.0%)
Don't know	6 (13.6%)
Total	44 (100.0%)
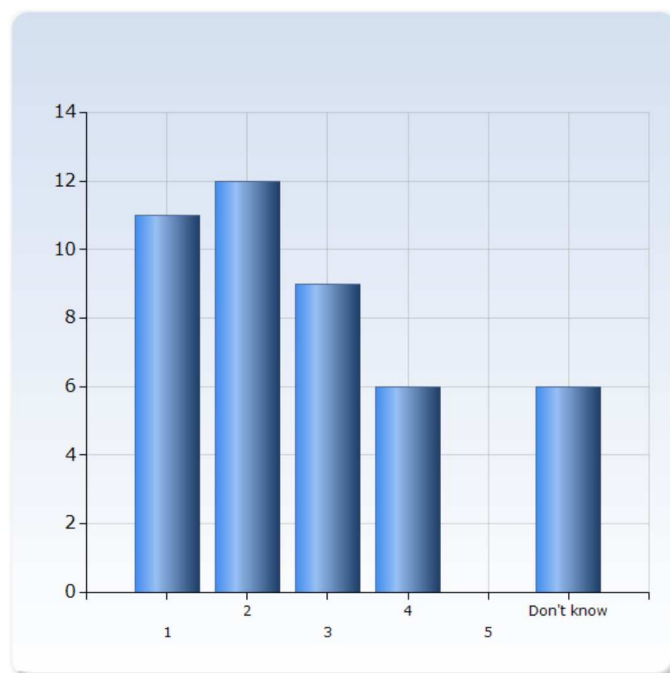
17. Are you satisfied with the administrative routines around the course?

	Mean
	3.7

	Number of Responses
1	6 (13.6%)
2	4 (9.1%)
3	4 (9.1%)
4	7 (15.9%)
5	17 (38.6%)
Don't know	6 (13.6%)
Total	44 (100.0%)
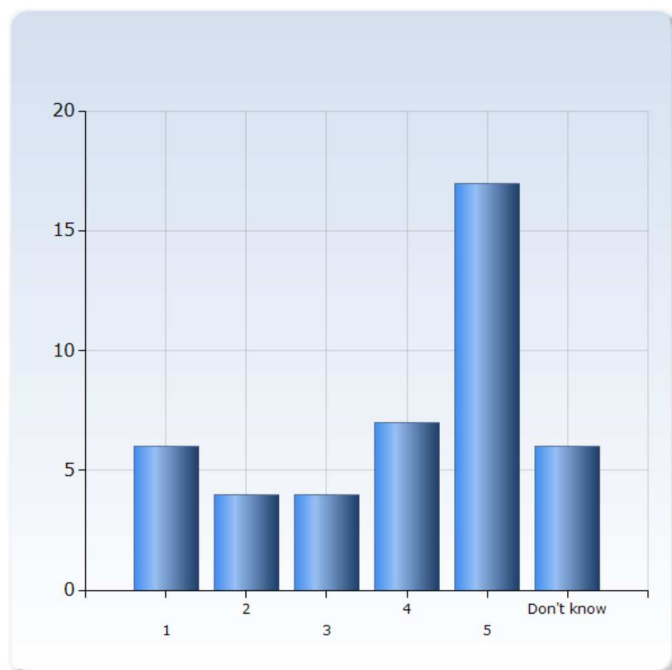
18. If you have any additional comments on the course you may write them here:

If you have any additional comments on the course you may write them here:

Lectures were too unorganised, was hard to follow what was important.

Exam was too much! Too many questions, and also, some things that were said not to be on the exam was on the exam (2SLS). Too many points to the multiple choice questions (if you get two wrong it's very hard to get an A). The time-series question was as big as the whole rest of the exam, not reasonable. Also, not good to be in a lecture room for exams. Overall, very disappointed in the exam.

Very unclear what parts of the material was even relevant for this course. Exam not at all what I expected, plus the requierment for E where higher than Peter had promised..

It will be a sin if I dont appreciate Monir's talent and dedication. He did an excellent job as a TA. Cant thank him enough.

With high expectations it's too bad the course was unclear, with bad structure and with a confusing level of math that doesn't correspond to prevues years if you look at the exams. Way too much information, even if you had previous courses in econometrics. We had entire lecture with material that was not exam relevant, while important issues was adressed in a haste. Even if you had high objectives the chances of grasping the hole material was 0.
Honestly hope econometrics 2 will be better organised and with reasonable amount of concepts to adress.

In general, I felt that this class covered a lot of material and I learned a lot; I do however believe it was a bit unorganized which made it somewhat unclear of what was the main focus. Without those directive it felt like an endless supply of material that made the class exhausting.

There was no clear structure in the course and it was very unclear what we were supposed to learn on the course. In my opinion the lectures were quite unpedacogical and hard to follow and the lecturer hardly paid any attention to the students. A clear syllabus, time table and guidelines for reading is needed. It was impossible to read the litterature in advance before lectures because the instructor did not publish any course plan. Before the exam I had no idea about what I should have learnt during the course. One of the most poorly organized courses I have ever attended during my 4,5 years in university.

I would like you use numbers in the course. For me its more esay to understand, then symbols

Only did exam, didnt go to any classes or seminars

There were way too many subquestions on the exam. We only had 3 hours, which was not enough time to derive and prove certain inequalities AND answer that many subquestions unrelated to each other. Overall difficult course, but manageable by spending time trying to understand not only equations but also the intuition behind them.

The exam was very difficult and felt almost impossible to solve. There were no previous exams to look at either...

I thought the course overall was good. However, the written exam was VERY extensive for a 3 hour exam with A LOT of subquestions. Leading to time constraints and probably a lower score/grade.. I also belive that the exam could be more relevant, if the focus was about the understanding of concepts, instead of the memorizing formulas and derivations of proofs.

Might have been the worst course I have ever taken. The TAs were unaware as to what was actually on the lecture slides. Peter has no idea how to lecture.

The exam was WAY TO HARD!! the seminar teachers question was way way way to hard. And the question from the time series felt like an whole exam itself. It seemed like everyone (seminar teachers, peter and sergio) tought that their question was the most important. It resulted in a WAY TO HARD. The lectures have been very messy and the whole course was a mess from the beginning.

Dålig tenta som inte speglade det vi gått igenom på kursen. Oengagerad och lätt slarvig lärare.

"Did you write the exam? "Yes, mostly" and No" ? ;)

I have had emperical methods 2 with Peter and he was really good in that clas! Sadly this was not the case with this class,he stated that just simple matrices would come on the exam and that was not the case.

Overall its a very hard class, one of the toughest I have at SU. Think I overall did OK, not a big fan of multiple choice questions and no formula sheet. Better to have more sub questions on questions with more understanding. Like why is this a good model, (R-square, p-value etc.) How would you improve this model. That gives students a better chance to pass and also makes with funner to learn more (when you know the grounds). Shortly, its good when it all fit together, both the harder math proofs and more easier interpreting questions.

This course needs help. As students, we cannot rely on teachers and lecturers that do not communicate with one another, do not tell the students what is and what is not expected on the exam and do not try and teach, but instead ramble on for hours about their subject. It is perhaps the first time that Peter is holding this course alone, but the quality of teaching in this course was remarkably low. Digressions, low quality of intuition, terrible pace and ridiculous incoherence was this course's downfall.Fabian's seminars were a joke as he taught us very little, and was in a disarray the entire seminar series. It is no surprise that students attended Monir's seminars instead, who was of better quality.
It is important to remember that the course is Econometrics, is a tool and not necessarily a theoretical subject. To push students to learn econometrical concepts by heart and not explain the intuition, the practical use or the importance of the theories and matters we learn is shameful.

Det vore bra om seminarieserien och föreläsningarna hänger ihop i lite större utsträckning. Det var ibland svårt att förstå vad som ingick i kursen eftersom föreläsaren och seminarieledaren hade så väldigt olika fokus.

If you have any additional comments on the course you may write them here:

The lectures were not meaningful. They did not clarify the content of the book. Also, the coordination between the professor and the seminar teachers was bad. I strongly oppose to letting the teaching assistents write exam questions since they both deviated from the course content. Seminar questions (assignments) should be selected by the main professor and not TA:s. Me and my classmates spent a lot of time comparing notes and guessing what was actually content of the course and what was "extras" added by the TA:s.

The course gave me some good knowledge.
The power points was okay, sometimes a bit messy. Unfortunately I think it was hard to follow the lectures, we covered a lot and it was hard to know the importance of everything. I do not think that the exam covered the seminar questions. It was not a fair exam I think, too hard without any guidelines before, we got some from the TA's, but they are totally different from the exam.
My TA Monir was very nice but also very smart, so I wish he could explain in an easier way. But he gave a lot of support! I hope there will be some changes to next year.

The seminars wasn't good. They went through everything to fast. It was like the they hold the seminars for people that already know eveything. The exam was to difficult, it was to many and big questions. The last question was like its own exam. I didn't feel like I have learned anything on this course.

I have never had a course that was taught this poorly. This course says that there is no prior background in econometrics needed but the teacher spends less than half a lecture going over the basics before jumping in to more advanced topics. For someone who hasn't had any prior courses in econometrics that made it quite difficult.

The course was very useful and I think it is good that the content was quite challenging and mathematically rigorous, and the seminar series was very helpful. However, the structure and the requirements of the course could have been clearer. When studying for the exam it was hard to know what was relevant. The exam was very long to be completed in 3 hours and some of the questions were quite different from the exercises and examples covered in the course. Anyway, I think the content covered in the course will be very helpful for me going forward and I would like to thank all the teachers of the course.

It is very clear Peter is very smart and a wonderful Economist, however, his teaching skills are completely abhorrent. It is very clear that Peter needs serious help with his lecturing abilities. If you read this Peter, please speak slower, clearer, and in complete coherent sentences. While lecturing organize your slides in such a way that you go from one slide to the next without interference.

The course itself was very interesting, however the way it was set up was chaotic. The lecture notes were unreadable, and lets not mention the exam. The exam was the worst exam I have written untill today, do not missunderstand me, the questions were included in the reading material. However, having multiple choice questions that are worth almost as much as a math question, no, that is not good. Question number 4 was to many things. 42 questions in 3 hours doesnt work.

The exam was very difficult. Even though I read the littérature and attended all the lectures it felt impossible to understand and learn all that was asked for during the exam. Everyone I have talked to have gotten the grade F, no matter how much they studied. This makes no sense. Maybe the exam was okay for the students studying economics but for us studying master of banking and finance it was impossible

The lectures are pretty useless in the case of the teacher mostly the slides.
The seminars are not useful and mostly confusing, the TA made a lot of errors resolving the assignments

It would be better if there is one teacher from the beginning to the end.
However, overall it was good course to catch the concept of econometrics with proofs.
Thank you.

The lectures were not always well structured, we also spent too much time on simple calculations of matrices. The teaching assistants (both Monir and Fabian) were more useful when trying to understand the content of the course. However, we learned a lot of proofs both in the lectures and the exercises, and it was a little bit sad that the exam did not reflect this a lot. In general, the exam was also too long.

With all the derivations and proofs we needed to know, I think it was quite unreasonable that no formula sheet (with a list of basic identities) was provided. For an introductory course on econometrics, I felt that we learned very little practical knowledge, and the application of the proofs and theories that we learned is still not clear to me.

Kursen gav ett splittrat intryck, vilket förstås delvis beror på att kursen täcker ett så stort område. Nån borde ha ägnat en månad åt att skriva ihop slidesen till ett kurskompendium, som man sen kunde peka på och säga att "ni behöver veta allt som står här, inget mer, inget mindre". Idén att låta TA:s ansvara för en fråga på tentan var väl sådär. Spädde på det splittrade intrycket. Som exempel, två olika beteckningar av transpose användes på samma tenta!