

## QMUL Module Evaluation Scheme: 2019-20 SEM 1

Dear Ioannis Galanakis,

This email contains evaluation results for History of Economic Thought / ECN379/4

The results for the ten QMUL core statements are listed first, followed by those for any school-specific questions.

To provide a visual aid to help differentiate between more and less positive results, traffic light 'quality indicators' have been incorporated into the report. These are marked according to the mean score for the ten core statements, scores of less than 3.00 will be marked red, scores of 3.00-3.99 amber, scores of 4.00 and above green. The median score is also included for each statement in the report.

The scale on which students scored their views is as follows:

- 5 = Definitely Agree
- 4 = Mostly Agree
- 3 = Neutral
- 2 = Mostly Disagree
- 1 = Definitely Disagree

Schools and institutes are encouraged to use the traffic light system above and information from other sources such as Student Staff Liaison Committees to monitor module performance.

The data relating to Associate students has been collected to enable a further understanding of the experience of this particular group of students.

Also included in the report are the free text comments. Please note, if the students have completed these comments in pencil rather than pen (against instructions), they may not be as clear as they could be. This is not a fault of the scanning.

You will see that in the second part of the report, a profile line has been provided. You will receive a further report comparing your profile line to the School and Faculty averages.

We hope you find this report useful, please do continue to provide feedback on the evaluation process to your School Managers who will pass it on to ARCS and the Deans for Education to enhance the scheme.

Thank you.

## Economics and Finance

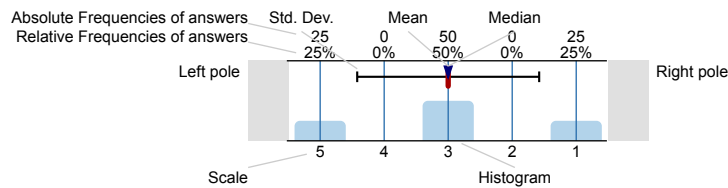
History of Economic Thought (ECN379/4)

No. of responses = 14 (70%)

## Survey Results

## Legend

Question text



n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.  
ab.=Abstention



Quality index

Description of quality symbol



Mean value is below the quality guideline.



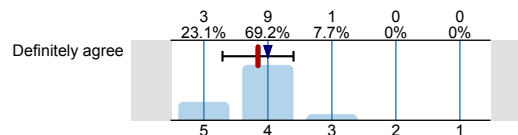
Mean is within the range of tolerance for the quality guideline.



Mean value is within the quality guideline.

## 1. Rate this module

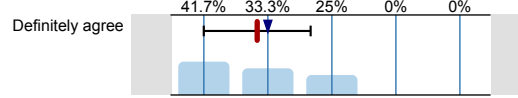
1.1) The module is well taught



Definitely disagree

n=13  
av.=4.15  
md=4  
dev.=0.55

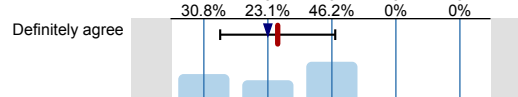
1.2) The module is intellectually stimulating



Definitely disagree

n=12  
av.=4.17  
md=4  
dev.=0.83

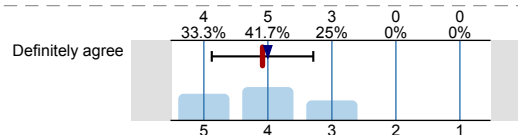
1.3) The module is well organised and runs smoothly



Definitely disagree

n=13  
av.=3.85  
md=4  
dev.=0.9

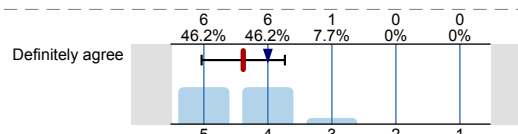
1.4) The criteria used in marking have been clear in advance



Definitely disagree

n=12  
av.=4.08  
md=4  
dev.=0.79

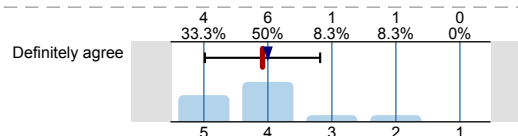
1.5) Feedback on my work has been returned in accordance with the stated deadlines



Definitely disagree

n=13  
av.=4.38  
md=4  
dev.=0.65

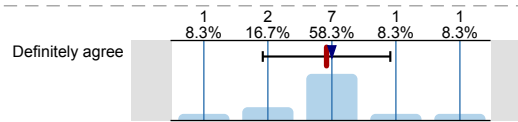
1.6) I have received helpful comments on my work



Definitely disagree

n=12  
av.=4.08  
md=4  
dev.=0.9

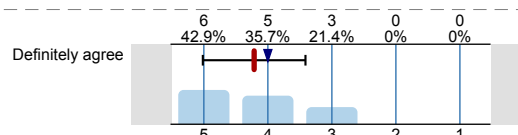
1.7) The library resources (e.g. books, online services) have supported my learning well



Definitely disagree

n=12  
av.=3.08  
md=3  
dev.=1

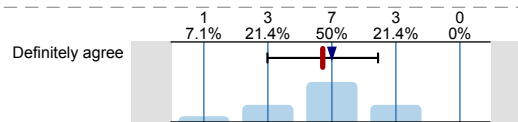
1.8) The use of QMplus has made an appropriate contribution to this module



Definitely disagree

n=14  
av.=4.21  
md=4  
dev.=0.8

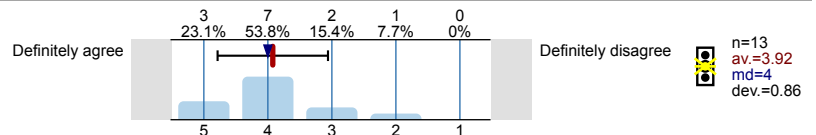
1.9) Module-specific resources (e.g. equipment, facilities, software, collections) have supported my learning well.



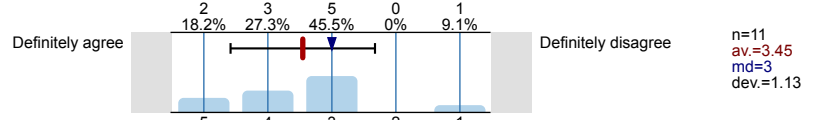
Definitely disagree

n=14  
av.=3.14  
md=3  
dev.=0.86

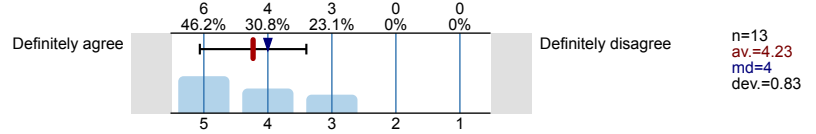
1.10) Overall I am satisfied with the quality of the module



1.11) The module has helped me develop skills which will be useful to me beyond my degree (QMUL Model modules only)

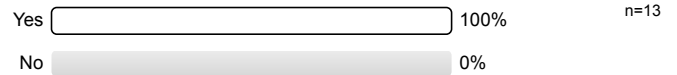


1.12) The lecturer is successful in making me interested in the module

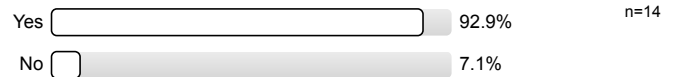


## 2. Feedback

2.1) Classroom explanations, presentations or discussions



2.2) One-on-one with lecturer or class teacher (e.g. in office or by email)



2.3) Immediate automated feedback (e.g. web-based)



2.4) Written comments by lecturer or class teacher



2.5) Other forms of feedback

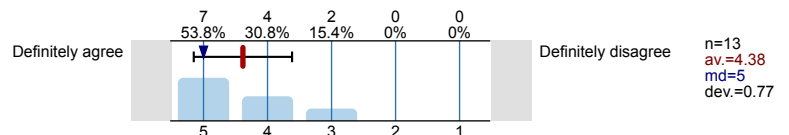


2.6) I have received helpful comments on my work

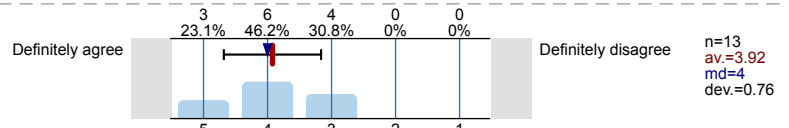


## 3. Classes

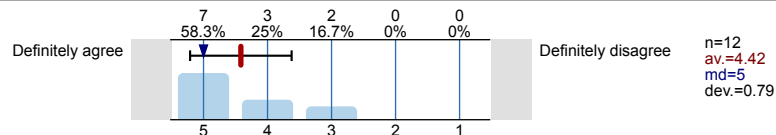
3.1) The class teacher is well prepared for class



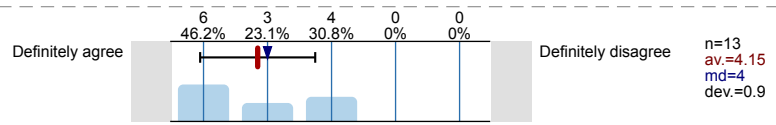
3.2) The module material is presented clearly



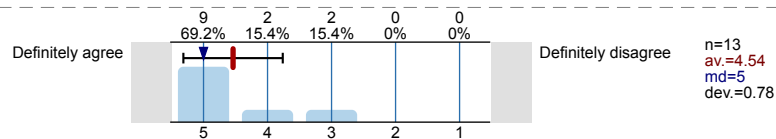
3.3) Effort is made to make me understand the module material



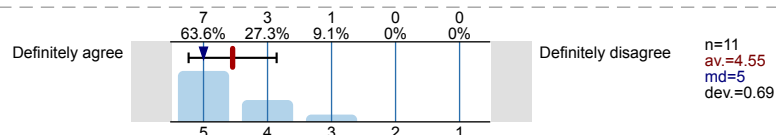
3.4) Each class topic is clearly structured



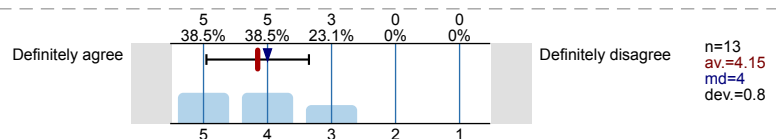
3.5) The class teacher is willing to accept questions



3.6) Students are involved in discussion



3.7) Overall I am satisfied with the quality of the classes



#### 4. Associate students: Study Abroad and Erasmus

4.1)



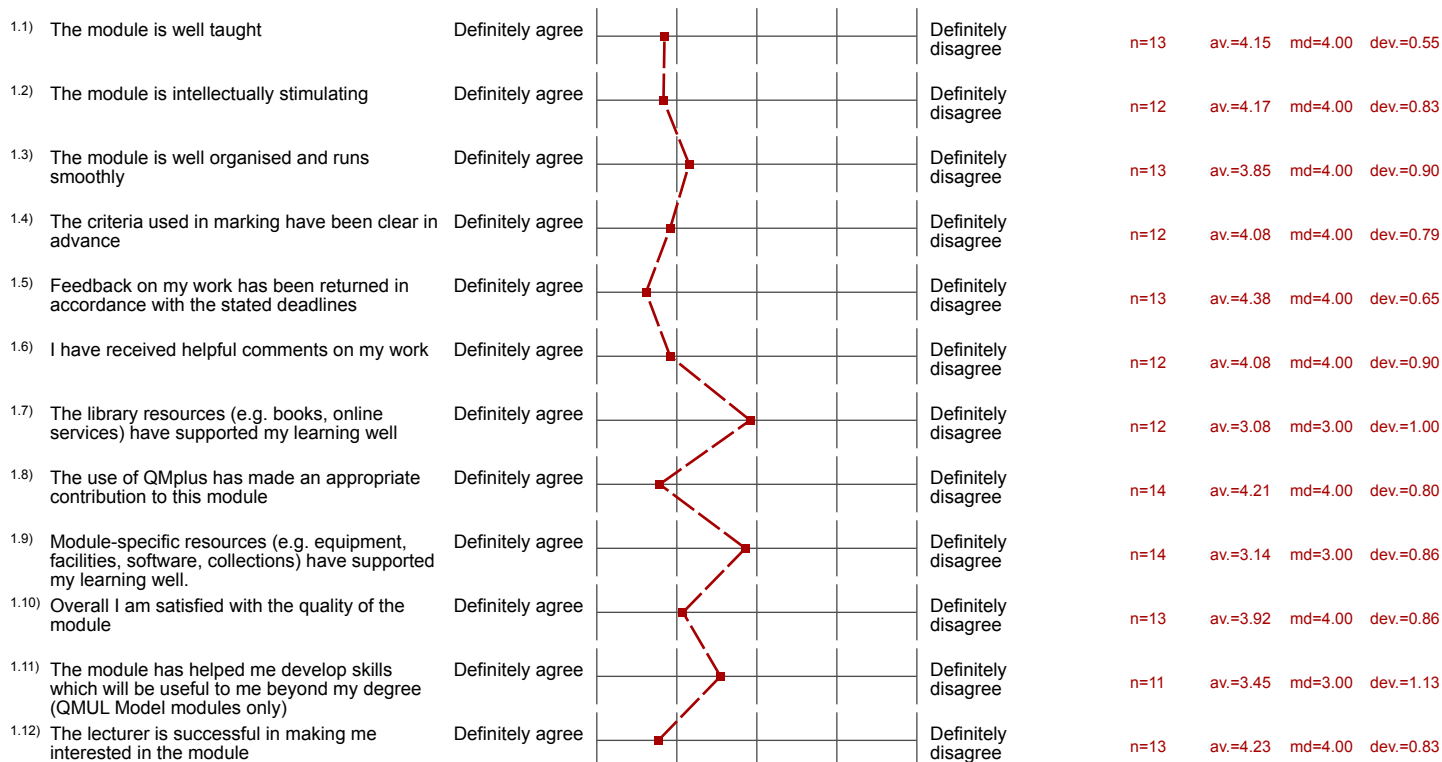
n=14

# Profile

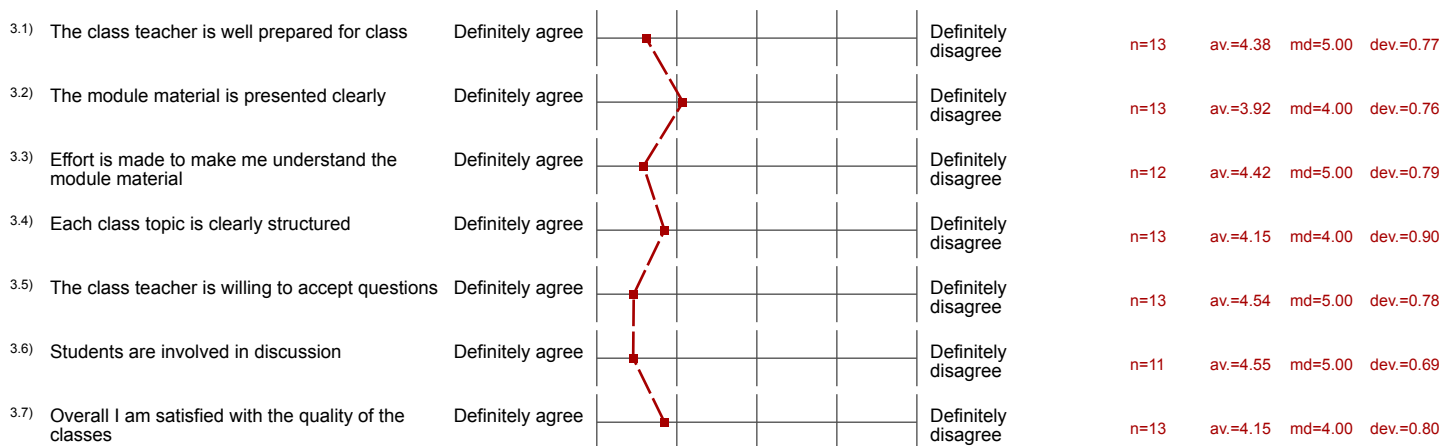
Subunit: Economics and Finance  
 Name of the instructor: Economics and Finance  
 Name of the course: History of Economic Thought (ECN379/4)  
 (Name of the survey)

Values used in the profile line: Mean

## 1. Rate this module



## 3. Classes



## Comments Report

### 5. Your comments

5.1) What are the best things about the module?

Its interesting .

interesting topic

Gives an overall understanding of basic Economics. All the theories and economic terms now make sense after this module. Gives more practical knowledge.

The lecturer makes the module VERY interesting and engages with us at all

Depth of topics

The class is a great discussion. Very unique, very special.

5.2) In what ways could the module be improved?

Strike....

If she didn't read off slides

Don't go on strike.

Classes could be more teacher-led rather than student-discussion led.

None

The lecture goes too fast, particularly recently.

5.3) Is there anything else you would like to tell us about the module?

Very good module, provides basis for other economic theory