



Course Evaluation

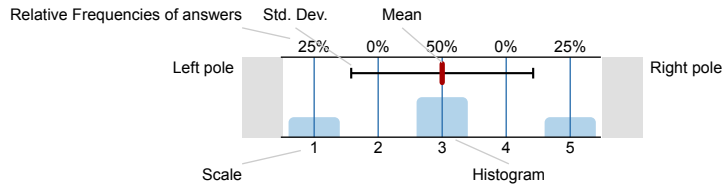
EMET8001 - Applied micro-econometrics (Class #3691), Sem 1 2018

41 Enrolments; 19 Responses

Survey Results

Legend

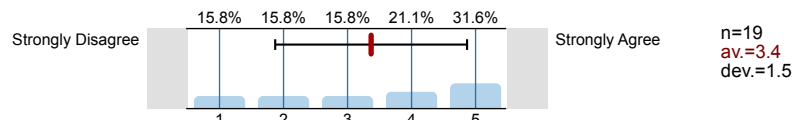
Question text



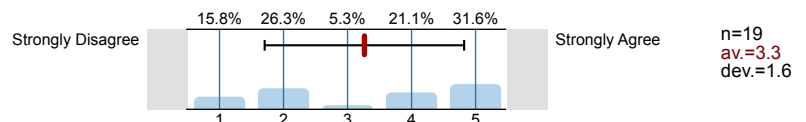
n=No. of responses
 av.=Mean
 dev.=Std. Dev.
 ab.=Abstention

Experience of learning:

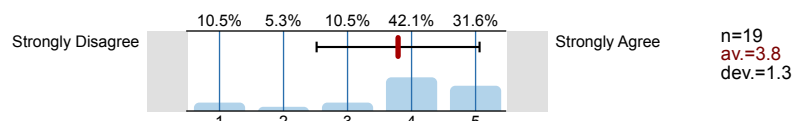
1. I had a clear idea of what was expected of me in this course



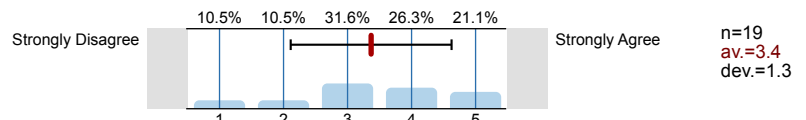
2. The teaching and learning activities (eg. lectures, tutorials, field trips) supported my learning



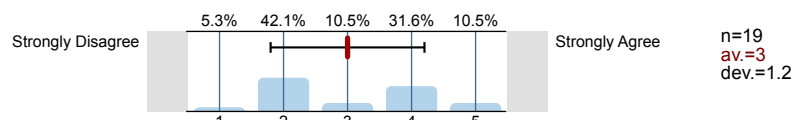
3. I had ready access to the learning opportunities provided in this course (eg. course notes, online materials, library resources, field trips)



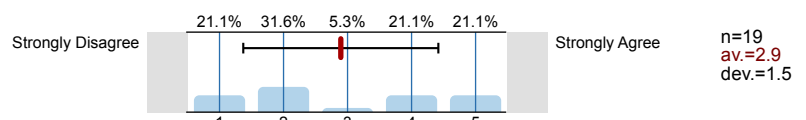
4. The assessment seemed appropriate given the goals of the course



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



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



Additional information

Is this a required or elective course for you?



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

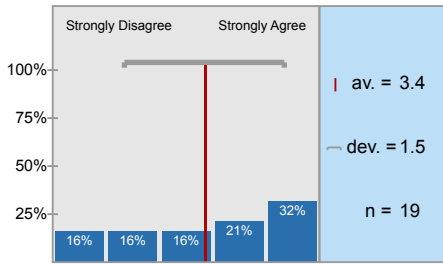


Are you a domestic or international student?

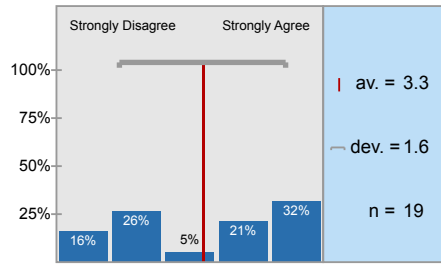


Histogram for scaled questions

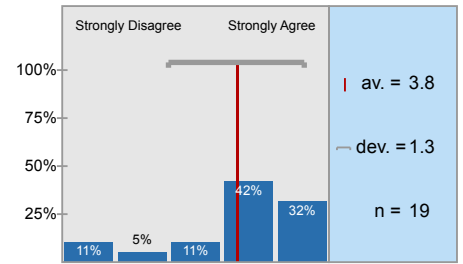
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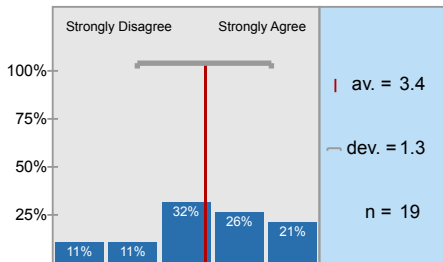
2. The teaching and learning activities (eg. lectures, tutorials, field trips) supported my learning



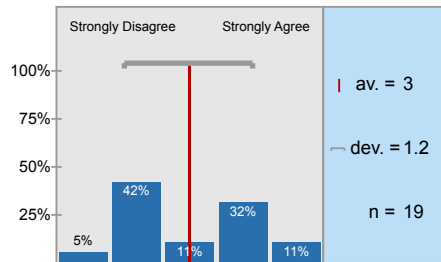
3. I had ready access to the learning opportunities provided in this course (eg. course notes, online)



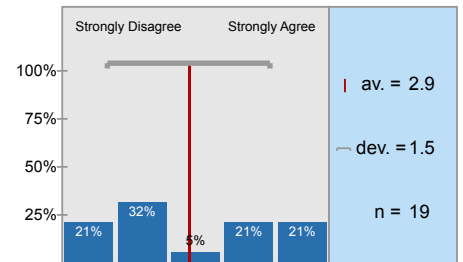
4. The assessment seemed appropriate given the goals of the course



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



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



Comments Report

Additional information

What were the most notable strengths of the course?

- Range of papers were excellent
- The journal articles presented in class are really helpful in providing a good grasp of the applications of econometrics to various areas and fields.
- The lecturer is using a very awkward criterion for marking our presentation and summaries.
Why do I say that?
Because some of the classmates can get full marks for their summaries by just using her sample summaries and only adding few new things!
It's not fair!
- The strength of the course was the clearly defined time-frames, signalled early in semester.

What suggestions for improvement would you like to make?

- Have the postgraduate assessments actually reflect the content of the course.
Have a tutor with good written and spoken English
- I think that the assessments and marking are not appropriate given the goals of the course. For instance, the markings give more emphasis on soft skills (e.g., grammar and sentence construction in the assignments; gestures and eye contact in the presentations; memorization in the exam) rather than on technical skills (e.g., understanding and evaluation of the paper).

I also suggest that similar papers be group, maybe according to the methodology used so students can easily connect the theory behind the econometric method with the application in the journals. Currently, the journals seem to be randomly chosen and it is difficult to make connections between them. Moreover, while two papers is not too much to discuss in one session, 20-minute presentation may be too short to discuss the paper in depth.

- There remains lots of room for improvement. The labs were effectively another lecture where students turned up to watch the tutor (who tried hard) simply go through the code already prepared, but without the context provided by having questions or problems set to help illustrate what was being done. This would work much better if, with the same data and same code, some questions/problems were written as it would allow students to work through these prior to the class, then follow or ask questions when in class.

The marking rubric was a really good idea, but could be expanded further to give some insight into how much weight will be put onto the writing and grammatical aspects of the work, versus the understanding of the econometrics/economics in the questions or papers posed to answer or summarise. Through the summaries and presentations, there appeared greater emphasis on the non-econometric skills (such as writing or presenting) rather than the ability to apply econometric concepts to data and derive conclusions.

- n/a