



Final report HT2023_NEGA11_41417_Makroekonomi, globalisering och tillväxt

First time registered students: 42

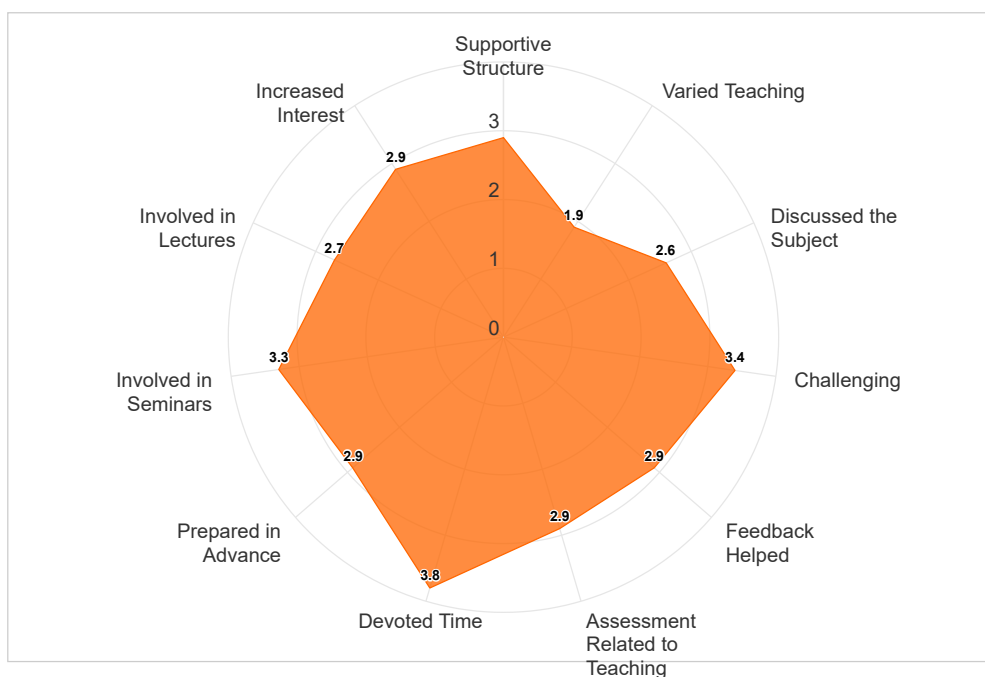
Answer Count: 8

Answer Frequency: 19.05%

The course evaluation could be answered during the period:

13/01/2024 - 27/01/2024

NEGA11 Makroekonomi, globalisering och tillväxt, End date: 2024-01-14



Mean value for each question. Highest value = 4.

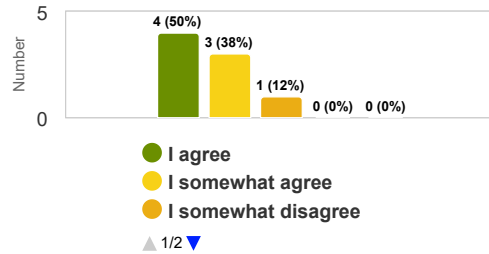
	Mean
Supportive Structure	2.9
Varied Teaching	1.9
Discussed the Subject	2.6
Challenging	3.4
Feedback Helped	2.9
Assessment Related to Teaching	2.9
Workload	2.2
Devoted Time	3.8
Prepared in Advance	2.9
Involved in Seminars	3.3
Involved in Lectures	2.7
Increased Interest	2.9



Results of learning

All in all, the course was valuable for me.

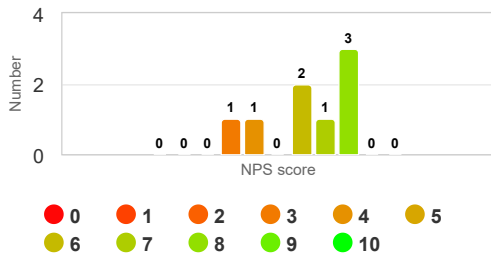
Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.



	Mean
All in all, the course was valuable for me	3

How likely would you be to recommend this course to a friend or colleague?

Net Promoter Score (NPS) = -50



Promoters = 0 (0%)
 Passives = 4 (50%)
 Detractors = 4 (50%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.

Comments

Course supervisor's comments

The course is an introductory course where the students must learn a range of concepts, definitions, and methods that hardly merit a varied teaching style or invite to class discussions. It would be counter-productive to do so and no change will be made.

The course always begins by introducing what the short paper is about, and the material available to the students, and then it delves into the actual content the students are expected to produce to complete the short paper task. It is also explained to the students that they cannot expect to get any supervision on the paper, meaning text and explanations but can expect help with finding data, and making charts and calculations. Only three out of seven groups took advantage of the offer and expressed surprise that a teacher would be helping them based on their experience in other courses. One group admitted that they had not been to the first lesson or any lessons for that matter and expected me to explain everything again shortly before the xmas holiday and the deadline for the paper being 5th of January. In addition, they argued I had not been available to them although giving two regular lectures every week and having open office hours every Monday did not seem to convince them that they had had all possible opportunities to get help sooner. Since both the accompanying material to the short paper, and the format of the short paper have worked previously although not always to the satisfaction of all the students, no change is planned to be made in this regard.

Students ask to have questions to practice on. I have made it clear to the students during the lectures and other contacts that old exams are available and that they can get hold of the best student answers if they need something to practice on.