

Evalueringsrapport Institutt for økonomi, UiB

Fag: ECON 243
Foreleser: Lenka Fiala
Semester: 1
Antall: 22
Program: Bachelor i samfunnsøkonomi



Institutt for økonomi

Følgende skala ligger til grunn:

- 1 Lite godt
- 2 Nokså godt
- 3 Godt
- 4 Meget godt
- 5 Svært godt

Deltakelse på forelesningene	Antall
0-4	1
5-8	1
9-14	4
15+	16

Forelesningene	Snitt	Std.avv.	Median
God teknisk kvalitet	4,45	0,80	5,00
Samsvarer med emnebeskrivelsen	4,55	0,60	5,00
Gir gode notater	4,14	0,83	4,00
Vekker interesse	4,05	1,09	4,00
Hovedinntrykk	4,36	0,66	4,00

Kommentarer til forelesningene	Antall	Andel
Due to being abroad this term I've attended quite few classes, so my answer is affected by this. However, the lecturer also posts short video lectures after each class, an offer to those not able to attend. This is an excellent initiative that more lecturers should adopt. Together with the notes these videos constitute an adequate alternative to the lectures.	1	4,5 %
A suggestion would be to add an example on each subject to the notes and the short videos to further illustrate the problems. It would also be interesting if the answers to the practical problems could be posted.	1	4,5 %
Lectures are very good, sometimes it goes a little quick. But the lecturerer is very kind, and repeat the topics that were unclear.	1	4,5 %

Sometimes hard to follow, because often There were no headlines when we started A new topic on the board.	1	4,5 %
---	---	-------

Foreleser	Snitt	Stavvik	Median
God muntlig presentasjon	4,64	0,58	5,00
Bruk av tavle/overhead	4,91	0,29	5,00
Møter forberedt	4,95	0,21	5,00
Gir gode notater	4,36	0,73	4,50
Hovedinntrykk	4,64	0,49	5,00

Tempo foreleser	Antall	Andel
Alt for sakte	0,00	0,00 %
Litt for sakte	0,00	0,00 %
Passe	6,00	27,27 %
Litt for fort	14,00	63,64 %
Alt for fort	2,00	9,09 %

Kommentarer til foreleseren	Antall	Andel
------------------------------------	---------------	--------------

The lecturer qualifies as a highly proficient communicator and disseminates knowledge in an inspired manner. She is not unique in this respect, the UIB has a number of tutors with remarkable communication abilities. Nevertheless, I find her unique in her efforts to communicate with us as students on a one-to-one basis. Where many lecturers are late in replying to questions on e-mail or mittuib, and sometimes do not answer at all, this lecturer offers quick, extensive and complete explanations, often with references to other sources for additional reading. Her efforts in this respect is outstanding.	1	4,5 %
---	---	-------

Very good overall impression of the class. Math is not my favorite topic, but the lecturer made it understandable.	1	4,5 %
--	---	-------

You write very quickly and answer the questions you ask us to work on so we are stuck noting while you are moving forward	1	4,5 %
---	---	-------

The periode between two lectures is too long.	1	4,5 %
---	---	-------

I think she does a great job	1	4,5 %
------------------------------	---	-------

Eget arbeid	Snitt	Stavvik	Median
Du møter forberedt til forelesningene	3,64	1,00	4,00
Du leser og gjør oppgaver på egenhånd	4,05	0,95	4,00
Du deltar aktivt i forelesningen	3,32	1,04	3,00
Du stiller spørsmål om det er noe du lurer på	3,59	1,01	4,00
Du synes faget er interresant	3,82	1,10	4,00

Seminar	Snitt	Stavvik	Median
Seminaroppgavene er interesasnte	4,05	1,33	4,50
Oppgavene er relevant i forhold til pensum	4,45	1,18	5,00
Du har stor nytte at seminarene	4,27	1,32	5,00
Seminaroppgavene kommer ut i god tid	4,23	1,23	5,00
Du syntes seminaropplegget fungerer bra	4,32	1,21	5,00

Andre kommentarer	Antall	Andel
Harald has been an important extension of the class, and overall impression. Has done a very good job, and probably impressed us all.	1	4,5 %
Perfect, very helpful, explains difficult topics in an excellent way. Harald mvp	1	4,5 %
I have two additional comments. 1) I find the textbook to be questionable. Firstly because it is somewhat unpedagogic. The explanations are rigorous but quite abstract, and it takes a bit of effort to apprehend the point. Secondly because there are, in my opinion, a lot of errors in it. This applies to solutions to exercises as well as to the text itself. Luckily enough the lecturer has offered links to alternative reading material, including videos. 2) During this course we have been presented methods to analyse various mathematical problems. For many of them, the reason why these methods work is not discussed. An example would be how topology can be analysed by the Hessian matrix. Simply put, we have acquired quite a bit of skill but sometimes without the knowledge related to the subject. This is, in my opinion, not the purpose of a university education, and particularly not in mathematics. Math is not German prepositions or the line of French kings, it requires understanding a chain of logic, where one element is based upon the previous. My opinion is to reduce the scope of the curriculum and instead go deeper into each subject, by deriving and proving the theorems that are presented.	1	4,5 %
Good	1	4,5 %



