

Summary of Methods Evaluations 2017

ME421: Tools for Macroeconomists: The Essentials

1. General

Survey response rate

	Enrolments	Responses	Response Rate
ME421	54	52	96%

2. Course

How would you rate the programme overall?

Course	Excellent	Good	Satisfactory	Poor	Very Poor	% Excellent + Good	2016 rating
ME421	34	15	2		1	94%	93%
Prog. Average						91%	87%

Would you recommend the Methods Summer Programme to others?

Course	Yes	No
ME421	100%	0%
Prog. Average	96%	4%

Would you recommend the course to others?

Course	Yes	No
ME421	100%	0%
Prog. Average	94%	6%

% who rated the following statements 'Excellent' or 'Good'

Statement	ME421	Prog. Average
How well classes and lectures were coordinated	92%	91%
The range of topics covered	96%	89%
The level of the course	96%	88%
Enthusiasm of teaching staff	96%	95%

Have you learned new skills that will assist you in your future career?

	Yes	No
ME421	100%	0%
Prog. Average	98%	2%

What did you like best about the course?

The fantastic interlinkage between exercise and course

The teaching assistants in the afternoon. Really well prepared and motivated.
Hands-on, very helpful lab sessions.
The practice sessions were very thoughtfully designed and just the right level of difficulty. I really learned a lot.
Welcoming atmosphere, approachability of teaching staff, staff's teaching expertise
Lectures
Thursday and Friday lectures
the classes were well-prepared and perfectly coordinated with the lecture
The overall level of lectures, teachers and students.
Dynare; practical/hands-on topics; sessions in the afternoon; number of assistants present, they really had time to explain things, not just "dictate" the part of the code that we were supposed to type in the gaps
We were provided useful matlab codes
I was able to learn about comprehensive topics about quantitative skills for macroeconomics.
The practice on afternoons helped a lot to fix the content.
The material that was covered: I have really learned the necessary tools to simulate, estimate, and assess my own macroeconomic models.
The afternoon assignments and the way they are organized
To work in groups was very helpful as well as to write matlab and dynare codes by ourselves
The computational lab classes were excellently coordinated and conducted.
Atmosphere between students and teachers; [REDACTED] mail about how to implement a certain form of expectation in Dynare.
Estimation
The practical application in Matlab, which gave us directly the opportunity to apply the learned theory, guided by nice guys who understand the stuff very well. Great experience!
The practical session is very helpful for understanding. And the teaching assistants are very helpful!
The enthusiasm and professionalism of lecturers and class teachers
Lot of ground covered, everything was super interesting. Lecturers were enthusiastic and really good.
The connections between/among the treated topics are really clear. The course is coherent. The teachers were able to explain the concepts and tools really well.
I like the best the way the afternoon class where organized with the group work and the possibility to really interact with the professors.
The practical session is very useful.
The lab session, and their organizations in groups: it the best way to make people socialise and work together.
I really like the topic of PEA and MCMC. They are very helpful with my research. Moreover, the teaching style of [REDACTED] is very satisfied.
The afternoon workshops. Help of teachers
The assignments to the get the lectures of the morning. It was helpful to be the mechanisms at stake even if we did not quite get what were the precise mechanisms of the different methods.
I found the computer lab courses to be very beneficial to learning the material that was presented in the main lectures. They allow a sufficient enough time to finish the assignments and feel a sense of accomplishment when you leave.
The application of theory in practical sessions

What did you like least about the course?

A preliminary matlab class should have been organised to help students who are not very comfortable with matlab.
Assignments were generally relatively easy, with the exception of Wednesday's assignment. Especially the Friday assignment was extremely straightforward.
Certain lessons were too advanced: maybe would be better to specify which literature should be read before taking the course.
Change of professors
everything was very good
I think the length of this course is relatively short.
It would have been an even better learning experience if the group size would have been smaller.
Perturbation
Sometimes difficult to keep track when covering many slides and slide decks at the same lecture and going through them very fast.
The fact that the required software did not work on the laptops provided by LSE. I spent a lot of time trying to set up Dynare, but in the end decided to work on one of my teammates's laptop. The laptops did work perfectly the other days, when we were only working with Matlab.
The prerequisites for the course should be adjusted. In order to be able to attend the first classes effectively, basic knowledge of numerical methods would be required. Also, important key topics such as perturbation were basically skipped.
The script part on the lecture
The slides for the lectures contain too much information and it is difficult to cover everything in such short period of time
The topics covered are a lot but we don't have time to discuss in detail.
To cover all the program just a week is kind of short time
too few about economic intuition in Monday to Wednesday lectures
too much estimation
Tuesday: "Blackbox" as reason for not using a certain algorithm in MatLab sounds not good enough ... Wednesday: a little bit too much jumping between the slides
With the exception of Wednesday, the assignments were too easy.

<i>What one thing would you change about the course?</i>
A bit more on the macro models themselves and not only about solving them
A preliminary matlab class for students who are not very comfortable with matlab.
Difficult to say but If i have to pick something I would like More details about perturbation methods
Half an hour more for lunch time.
I would try to adjust the level/length of the assignments so that the computer labs really take the allotted time. It now was the case that we would finish two hours late one day, and one and a half hours early on another day.
Introduce problem sets, go through them at the beginning and at the end of the problem set session. Otherwise the outcome depends too much on the group. More background material in the first lecture.
It will be better, if the slides are provided prior the starting date. It can be provided a month earlier. Hence, students can read through and prepare.
Longer breaks between morning lectures and afternoon sessions - at least 1.5 h. One could start earlier in the morning instead (8:30 or 9).
Make the assignments a bit more challenging!
Make the assignments more challenging.
More time for lunch
Perhaps to take more time to be on the computer and less with theory.

Sometimes it would be better making the point and clarifying the relationship between the argument and the already known bases.
Speed of lecture was sometimes too high
The course has been perfected!
The estimations part can be reduced to 1 day and we can extend the model solving part to 4 days.
The script
The time of the lunch break to 1h30.
█ slides need page numbers to refers to them when making notes. It's too chaotic otherwise...

3. Teaching Staff

	Name	Role	Excellent	Good	Satisfactory	Poor	Very Poor	% Excellent / Good
ME421	█	█	33	15	4	0	0	92%
	Petr Sedlacek	Lecturer	40	9	3	0	0	94%
	█	█	29	12	2	0	0	95%
	█	█	30	13	2	0	0	96%
	█	█	33	10	2	0	0	96%
	█	█	27	13	3	0	0	93%