



Course Enhancement Questionnaire Report

Advanced Mathematical Economics [ECNM10085_18-19_SV1_SEM1_PAPER]

Dear Dr Andrew Clausen,

USING THE REPORT

Standardised Course Enhancement Questionnaires provide a rich source of information on the experience of students within individual courses and across programmes and Schools.

Alongside other sources of information, such as external examiner reports, staff judgement, and University level surveys, course enhancement questionnaires provide insights that can be used to better understand and hence enhance learning, teaching and assessment.

Further information can be found at:

<https://www.ed.ac.uk/staff/data-matters/course-enhancement-questionnaire>

HOW IS THE REPORT PRESENTED?

Each of the core and staff questions uses a scale of 1-5; the scale is located at the bottom of the graph.

1 = definitely disagree, 2 = mostly disagree, 3 = neither agree nor disagree, 4 = mostly agree, 5 = definitely agree.

For each core and staff question, a histogram is displayed.

This is presented on the report by displaying a percentage scale at the top of each graph denoting the percentage respondents who selected that option.

The results are presented with the mean, median and standard deviation.

Information on definition of terms can be found at the following link:

<https://www.ed.ac.uk/staff/data-matters/guidance-ceq-data/definition-of-terms>

THINGS TO BE AWARE OF WHEN INTERPRETING THESE RESULTS

Response rates:

The response rate and count is included within the report. The response rate is expressed as a percentage with the count as the number of students. Please consider how representative this is of the cohort when undertaking analysis of the report.

Sample size:

Please consider the overall size of the cohort e.g. if the cohort is 100 students and the response rate is 50% this is likely to be more representative than an 80% response rate from 10 students, where one or two responses can cause significant fluctuations in the average.

Confidence intervals:

Please be aware that confidence intervals are not currently included within this report.

Context:

Please be aware of the context the course is taught within, for example the time a course is delivered, the subject matter, or whether a course is mandatory or an elective for students.

HOW ARE THE RESULTS DISTRIBUTED?

Information on the distribution of Course Organiser, Core, School-Specific and Staff reports can be found in the Course Enhancement section of the Data Matters website:

<https://www.ed.ac.uk/staff/data-matters/course-enhancement-questionnaire>

It is important that colleagues use the website to make themselves aware of their responsibilities with data gathered through CEQs.

UNCONSCIOUS BIAS

Information about overcoming unconscious bias can be found at the following link:

<http://edin.ac/1RLBhYK>

1819_ECN_School of Economics
 Advanced Mathematical Economics
 UG; Credit Level: 10; Credits: 20; NYT: 3
 Course Organiser: Dr Andrew Clausen

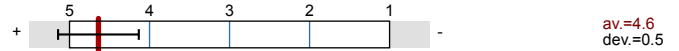


Overall No. of Responses: 15; Overall Response Rate: 65.2%

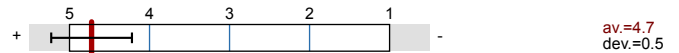
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Overall indicators

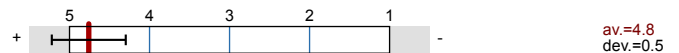
Advanced Mathematical Economics
 [ECNM10085_18-19_SV1_SEM1_PAPER_CACORE18]



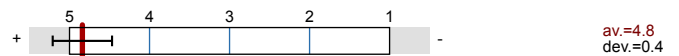
Dr Andrew Clausen -



Mr William Hammersley -



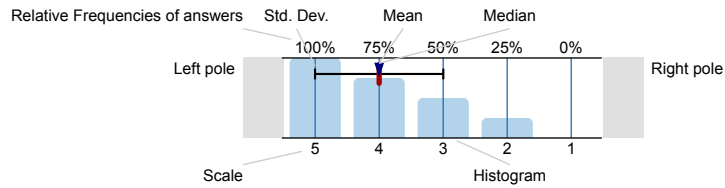
Mr Christopher Stapenhurst -



Survey Results

Legend

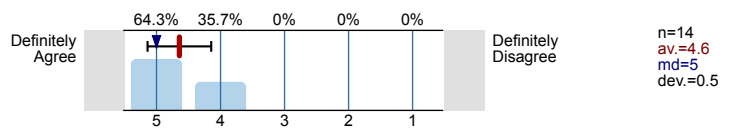
Question text



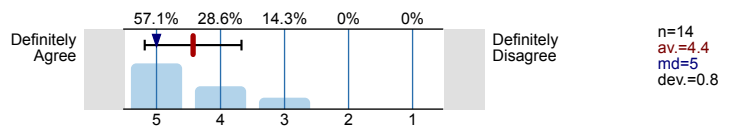
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

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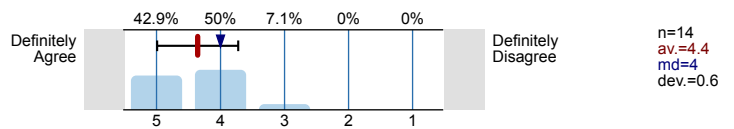
The course was well organised



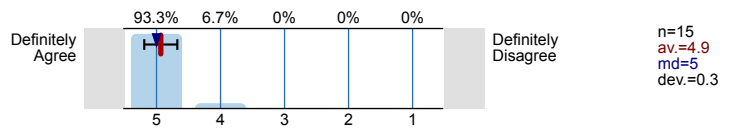
The learning aims of the course were clear



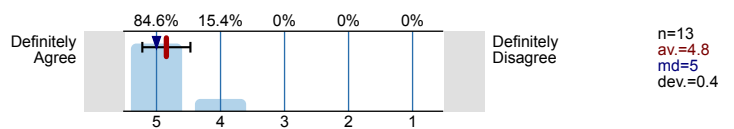
Feedback so far has been helpful and informative



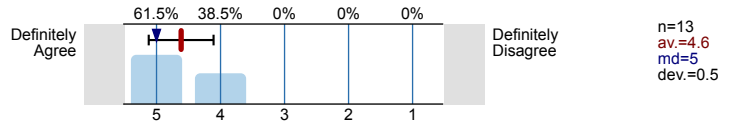
This course has been intellectually challenging



The course has developed my skills and abilities

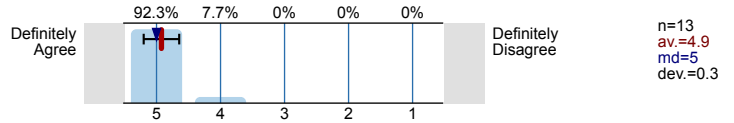


Overall I am satisfied with the quality of the course



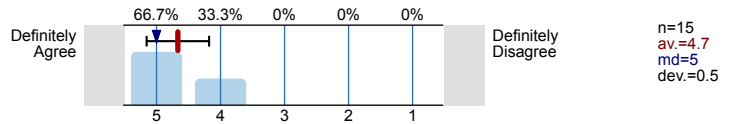
Advanced Mathematical Economics -

When using Learn it was easy to find the course-specific resources I was looking for

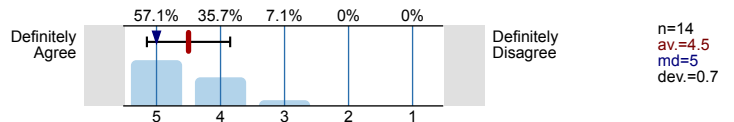


Dr Andrew Clausen -

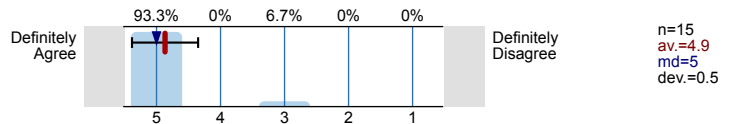
was organised and well prepared



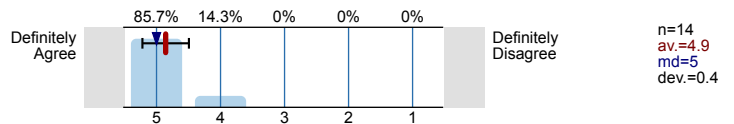
was good at explaining the subject



was approachable and willing to help

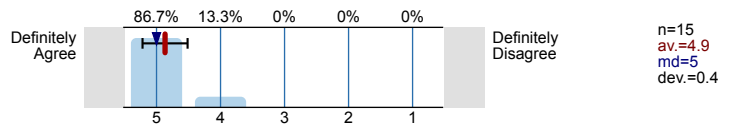


stimulated my interest in the subject

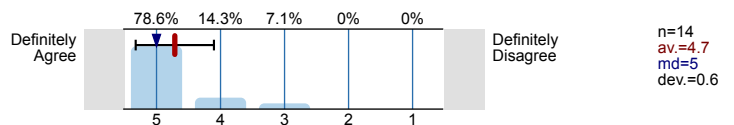


Mr William Hammersley -

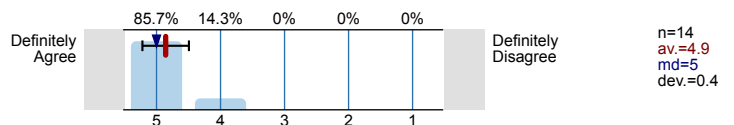
was organised and well prepared



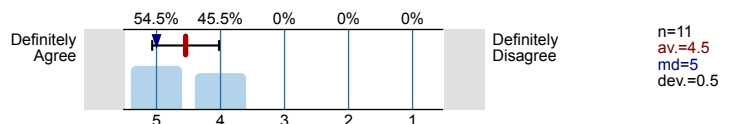
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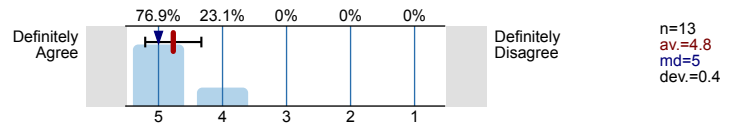


Mr Christopher Stapenhurst -

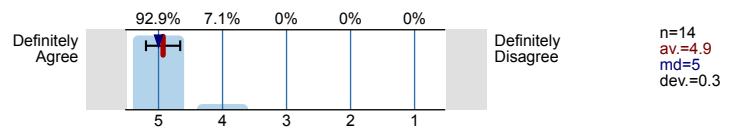
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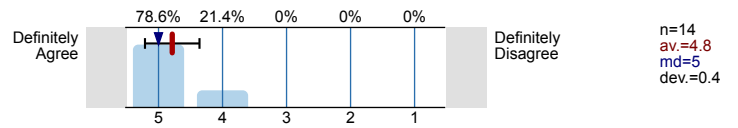
was good at explaining the subject



was approachable and willing to help



stimulated my interest in the subject



Comments Report

Advanced Mathematical Economics [ECNM10085_18-19_SV1_SEM1_PAPER_CACORE18] -

What did you find most valuable about the course?

Tutorials are very useful to get feedback.

Problem sets/ homework is great for practice and understanding the material.

Good textbook, but edits to it mid-semester were unhelpful.
~~Feedback~~

Learning how to do proofs

Variety of exercises – opportunity to apply the lecture material covered in class

Learning the process of proving theorems.

Proofs. Topology. Dynamic Programming ~~is~~
 Model Formulation. Everything really.

The course helped me in understanding different economic problems better, it provided me with an insight of why we do certain things the way we do them.

Learning how to write proofs. Having access to many tutors.

I liked the structure of the course and the fact that a comprehensive guide exists online. The tutorials and office hours have been helpful.

Learning how to abstract mathematical theory is relevant to economics

The tutorials were extremely helpful. Having answers available to work from is also great for understanding.

Challenging and well organized. The most useful tools ~~are~~ sample solutions, recorded lectures, piazza. Tutorial format is good.

Teach me to think in a mathematical way.

The intellectual rigor and consistency required for this course is extremely valuable. I find the tutorial structure very helpful. Dr. Clawson's weekly updates of ~~the~~ notes and solutions ~~are~~ indicate a genuine desire to help students succeed by giving them the best tools.

Questions in the lecture note!

^
a lot of

What improvements, if any, would you make to the course?

Write a program to automate the publication of submission links so that students don't have to email in each week.

Hire someone to check the course notes for mistakes and omissions.

This is an incredibly tough course to teach, but it could still be improved.

~~Not~~ Not enough tutors!

Release sample solutions only after tutorials.

It is sometimes hard to see how topology is useful to economics. It would have been nice to look at applied cases. Additionally it would have been nice to cover other topics such as differential equations or linear algebra.

(if possible) introduce ~~part~~ exercises from PART A of the exam earlier on

Speak a bit ~~closer~~ ^{closer} to the microphone. The lecture recording is really quiet. It would be better to use the microphones rather than putting it on the table.

More explanation on the sample solutions.

I found that in some lectures we mostly copied down theorems rather than had them fully explained, but this is as much up to us as it is to the lecturer.

The online questions could use some more comprehensive explanations, or for example links to previous questions/the question number if a part of a proof was

More discussion of economic applications

More concrete examples, to make abstract concepts more easily remembered. Perhaps fewer long proofs in lectures, they can be hard to follow.



Make the contents less hard.

Notes, throughout the course, on how ~~the~~ theorems and concepts can be applied to economic scenarios would help contextualize material. Besides that, delighted with course.

I think it would probably be better if the topics ~~are~~ are done in order.

Thank you -

Thank you very much for taking the time to complete this questionnaire. Your response and comments will be fully considered.

Please provide any additional comments you may have about the course or teaching on the course in the box below.

Not sure if this will reach them, but I just want to thank the lecturers
and the tutors for a very good course.