



Course Enhancement Questionnaire Report

Advanced Mathematical Economics

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>

1920_ECN_School of Economics
 Advanced Mathematical Economics
 UG; Credit Level: 10; Credits: 20; NYT: 3
 Course Organiser: Dr Andrew Clausen



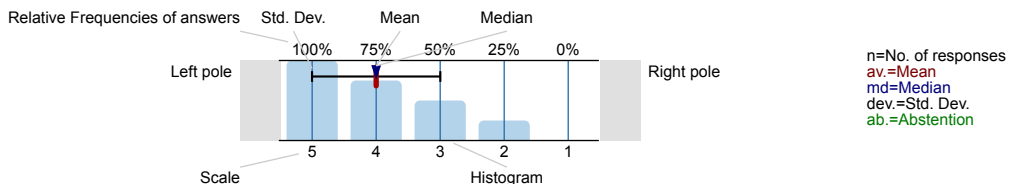
Overall No. of Responses: 20; Overall Response Rate: 36.4%

Advanced Mathematical Economics [ECNM10085_19-20_SV1_SEM1_PAPER]

Survey Results

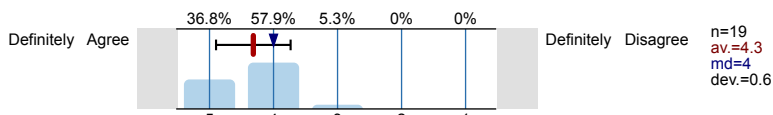
Legend

Question text

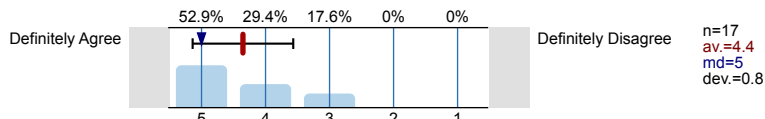


Advanced Mathematical Economics [ECNM10085_19-20_SV1_SEM1_PAPER_CACORE19] -

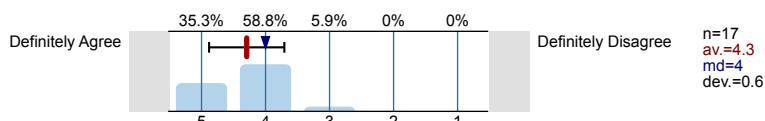
The course was well organised



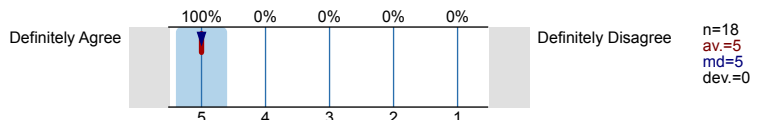
The learning aims of the course were clear



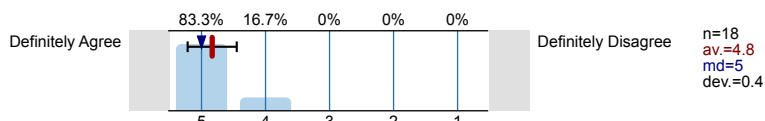
Feedback so far has been helpful and informative



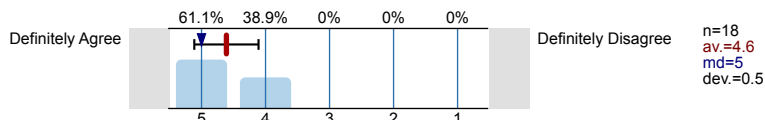
This course has been intellectually challenging



The course has developed my skills and abilities

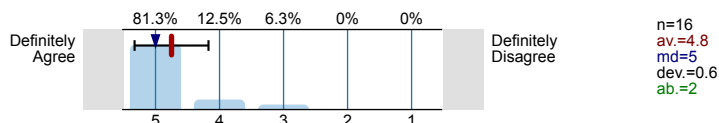


Overall I am satisfied with the quality of the course



Advanced Mathematical Economics -

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



Advanced Mathematical Economics -

Did you have an SOA arranged by the Student Disability Service?

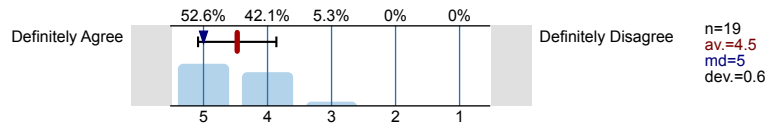


Were the adjustments agreed in your SOA, either automatically or after you asked, implemented as expected by the School delivering this course?

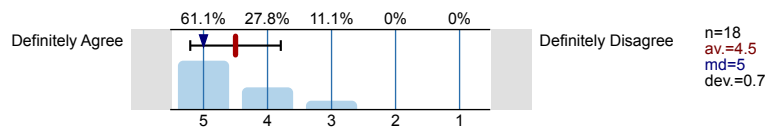


Dr Andrew Clausen -

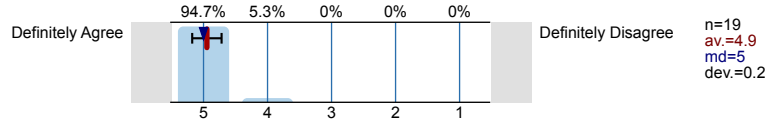
was organised and well prepared



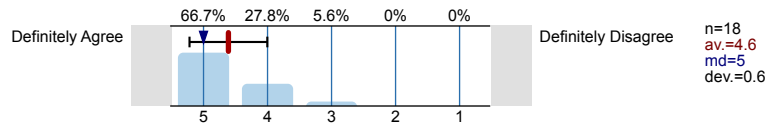
was good at explaining the subject



was approachable and willing to help

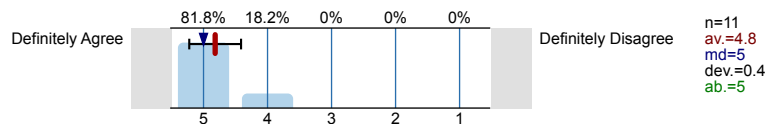


stimulated my interest in the subject

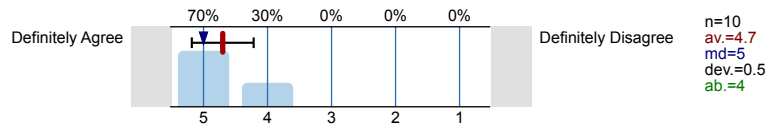


Mr Christopher Stapenhurst -

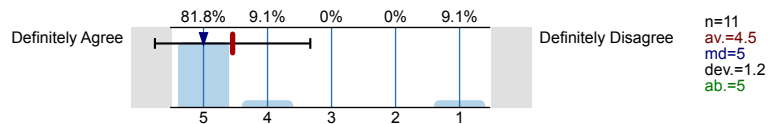
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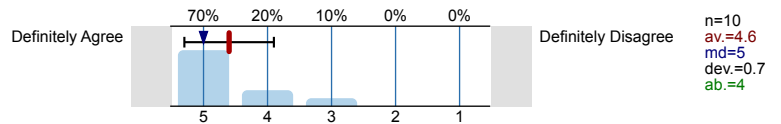
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Comments Report

Advanced Mathematical Economics [ECNM10085_19-20_SV1_SEM1_PAPER_CACORE19] -

What did you find most valuable about the course?

- The tutorials in the new setting are very interactive & helpful

the ~~lecture~~ notes

The willingness of the lecturer and the TAs to help us do well,
Piazza

Comprehensive notes, regular tutorials, good teachers, interesting material

Tutorials were great and lectures weren't bad.
Notes were cool too, I suppose.

interaction with tutors during tutorial

The content as well as regular tutorials and availability of TAs to ask questions.
The skills taught in the ~~course~~ course have proven helpful in better understanding other economic courses that have a mathematical component.

Application

The way of tutorials organised in this course is extremely useful - tutors run a kind of 1-to-1 ~~session~~ ~~sessions~~ which gives us a deep understanding of concepts.

- script and structuring, very helpful to see connection to applications & economic
- presentation in class makes it easy

Slow introduction to writing proofs with help in tutorials

Sample Solutions.

Class & Tutorial Timmings are PERFECT! I could not have done this in morning.

The tutorials are very helpful, tutors are very nice

Was extremely interesting, challenging, perfectly organized. Dr Andrew Clausen made me very interested in the subject and was very fast and clear when replying to questions.

The online resources (detailed lecture notes & plenty examples.)

Feedbacks,

The tutorial format works well for mathematics courses.

Too many points which I can't think of which one to highlight.

⊗ Great Preparation for postgraduate study

- The ability to access all notes and lectures online for studying purposes.

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

- In the end, it jumps around a lot
- Also, as feedback on homework isn't provided when we get them back, maybe a more ^{exam} ^{submission w/} feedback would be useful

more fluent explanations

Solving exam qs in lectures, more elaboration on the different methods of proving and when & why they are used.

Too many "jumps" around - i.e. the way that dynamic programming is taught.

It would be nice if there were more easier qs at the start, to help with getting to grips with the course

Two hr lectures such but that's an only my opinion
More meat in the course notes, some explain other things in some places, not a really urgent problem though

Tutorial location very far away from where I live, course is opposite to it. Seems which means prolonged exposure to cold. Not cool.

distance to tutorials and lectures could be shorter and perhaps notes don't change too often such that they invalidate printouts.

It would be helpful to have a tutorial dedicated to solving exam-style questions to help students feel more prepared with tackling the exam.

The time allocated by tutor to each student is too little and there are too few time on lecture assigned to Economic part compared with metric ^{space}. It is a little push for us to learn Economic part.

- not so many changes to script during the semester

Tutorial room closer to George Square. Current one is nice but too far.


Ideally I'd like to have just one version of lecture notes, not being updated frequently.

Clearer information about which material will be covered when.

Go through Exam question(s) at the lecture

Please Please have helpdesks in the 2nd semester and before December exams.

Perhaps provide some feedback on homework assignments by writing short comments on the hand ins themselves.

Feedback  is very helpful, please do so, not necessarily compulsory.

Although Andrew said he asked students whether they want feedback on

I would've liked the course better if more economic related material was tied into the teaching earlier on in the semester.

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, the teaching on the course or the resources that support it in the box below.

Good course. ~~the lecture recordings~~ ~~the lecture recordings~~ ~~the lecture recordings~~

Great course. Would be useful to have more easy Qs. - by including lots of difficult Qs, it leads to a kind of "Matthew Effect", which puts the bottom - half of students off.

My homework is bad and i don't want any body to see it. ~~the lecture recordings~~

I feel comfortable receiving feedback in front of my classmates.

I like the current way of running tutorials but I consider the idea of two rooms a good one too. However, it could eventually become problematic. I think it would end up dividing the class in two groups and tutors having to go in-between the two rooms making tutorials harder to manage.

Very interesting course to extend the skill set from introductory mathematics in Economics.

Maybe Andrew would like to borrow materials and ways of explaining things from Honours Analysis.

Excellent course!

The tutorial format works pretty well after the room change. Seeing a whole new branch of mathematics is interesting.

Andrew sometimes lose himself during the lecture, which is a bit annoying
because then I lose myself as well. ~~Chris~~ Chris is a wonderful tutor!