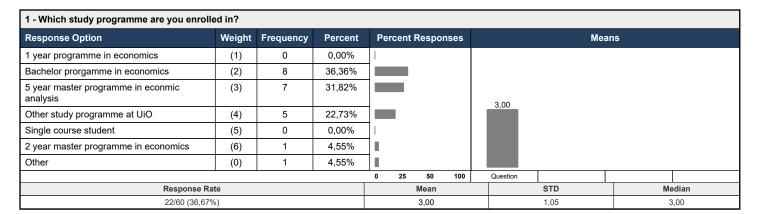
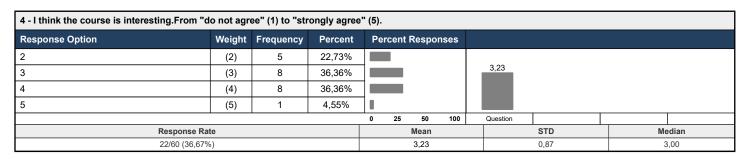
## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle



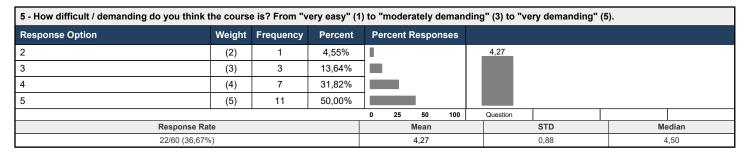
2 - How many hours a week do you spend on your studies in total?												
Response Option	Weight	Frequency	Percent	Percent Res	ercent Responses Means							
Under 10 hours	(1)	1	4,55%	ı								
10-20 hours	(2)	4	18,18%			3,27						
20-30 hours	(3)	6	27,27%									
30-40 hours	(4)	10	45,45%									
More than 40 hours	(5)	1	4,55%									
	•			0 25 5	50 100	Question						
Respon	Mea	an		STD	Median							
22/60 (	36,67%)			3,2	!7		0,98	3,50				

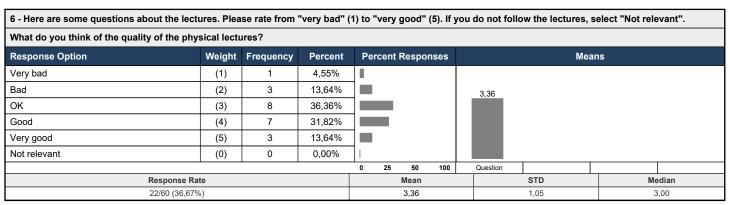
3 - I am, all in all, satisfied with the c	- I am, all in all, satisfied with the course.From "do not agree" (1) to "strongly agree" (5).											
Response Option	Weight	Frequency	Percent	Percent Responses								
1	(1)	1	4,55%	ı								
2	(2)	4	18,18%		3,23							
3	(3)	8	36,36%									
4	(4)	7	31,82%									
5	(5)	2	9,09%									
	•			0 25 50 100	Question							
Respo	onse Rate			Mean	STD	Median						
22/60	(36,67%)			3,23	1,02	3,00						

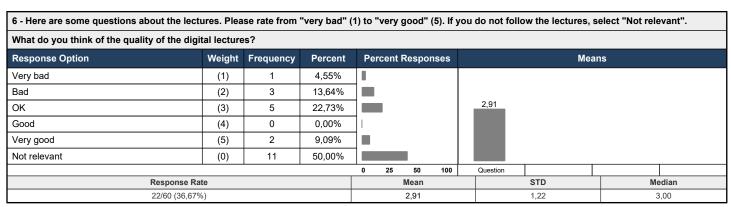


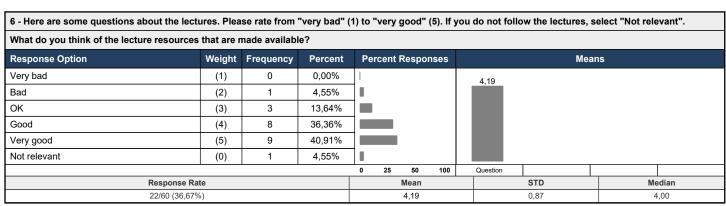
## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle





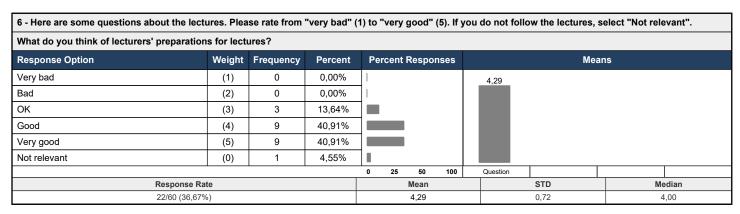




## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle

6 - Here are some questions ab	out the lectures. Plea	se rate from	"very bad" (	1) to "very good" (5). If	you do not fo	llow the lectures, s	elect "Not relevant".
What do you think about the le	cturers' use of Canva	s?					
Response Option	Weight	Frequency	Percent	Percent Responses		Mea	ns
Very bad	(1)	0	0,00%	1			
Bad	(2)	1	4,55%	1	3,82		
OK	(3)	8	36,36%				
Good	(4)	7	31,82%				
Very good	(5)	6	27,27%				
Not relevant	(0)	0	0,00%	1			
	•			0 25 50 100	Question		
	Response Rate		Mean		STD	Median	
	22/60 (36,67%)			3,82		0,91	4,00



7 - I actively participate in lectures.												
Response Option	Percent	Perc	ent R	espoi	nses		Mea	ns				
Yes	(1)	5	22,73%					0.05				
To a certain extent	(2)	9	40,91%					2,05				
No	(3)	6	27,27%									
Not relevant	(0)	2	9,09%									
				0	25	50	100	Question				
	Response Rate				N	lean			STD	Me	edian	
	22/60 (36,67%)				2	2,05			0,76	2	2,00	

8 - I am prepared when I attend the lecture.												
Response Option	Weight	Frequency	Percent	Pei	rcent	Respo	nses			Mea	ans	
Yes	(1)	12	54,55%									
To a certain extent	(2)	8	36,36%						1,55			
No	(3)	2	9,09%					Ш				
Not relevant	(0)	0	0,00%	1								
	•			0	25	50	100		Question			
Re	sponse Rate					Mean				STD	Me	edian
22	2/60 (36,67%)					1,55				0,67	1	1,00

## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle

**Response Rate:** 22/60 (36.67 %)

#### 9 - Supplementary comments (positive and constructive) about the lectures.

Response Rate

8/60 (13.33%)

- This is an evaluation for geir not for Nils. He does a good job.
- Nils is a terrific lecturer, and he explains very good and seems to be interested in teaching us. Geir on the other hand, is extremely hard to understand, he does not go into details, and explains things very poorly. This makes his part of the course very hard to understand, and this makes me very unmotivated.
- · Nils-Henrik is very good at explaining and crystal clear. Geir on the other hand does not present well; bad at explaining, does not go in to detail in to the matter he tries to explaining
- Nils-Henrik er en veldig dyktig økonom og foreleser. Jeg liker spesielt godt at han har valgt å fokusere på den økonomiske intuisjonen i stedet for det veldig grundige matematiske aspektet som man finner i pensumboken. Det er den økonomiske intuisjonen bak resultatene som er de viktigste, og jeg synes det er riktig å legge fokus på det, og heller la detaljene bak matematikken bli utforsket på egenhånd.
- Jeg syns ikke del 2 av pensum blir forklart på en pedagogisk måte. Det er for stor forskjell mellom forelesning og oppgavene
- · Loved that von der Fehr posted lecture notes before the lectures. Also like that Asheim post slides in advance, but the posted slides are always missing some pages
- It is very hard to follow the game theory and economics of information part of the course. I think the lecturer could be more aware about how little students know about the logic around game theory and economics of information from before, and that we need an explanation from "scratch"; why is it relevant, what is the goal, how to solve problems, what does the notation mean etc. And in general, it is very hard to follow a power point presentation with calculations and graphs, without enough explanation around the relevance of the equation/graph and what every component mean. That being said, I realise that if we were fully prepared for the lectures we could have asked questions and for more explanation, but with a lot to do it is hard to be 100% prepared, and it would be nice if it was easier to follow the lectures without learning the theory beforehand.
- Its hard to focus when you have a presentation

#### 10 - Please write the name of your seminar teacher.

Response Rate

16/60 (26,67%)

- Oliver
- Nils
- Nils Henrik Von Der Fehr
- Nils-Henrik
- Nils-Henrik von der Fehr
- Nils
- Niels-Henrik von Fehr
- Jarle Kvile
- Nils
- Jarle Kvile
- Nils-Henrik and Oliver
- Jarle Kvile
- Nils-Henrik M. von der Fehr
- Jarle
- Nils Henrik
- Nils Henrik

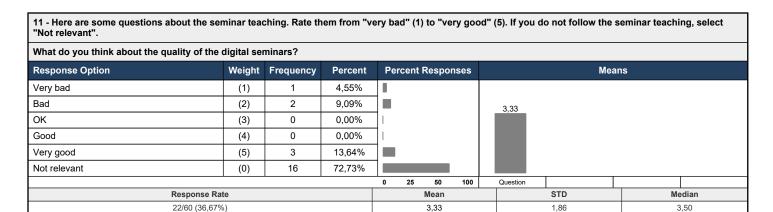
## 11 - Here are some questions about the seminar teaching. Rate them from "very bad" (1) to "very good" (5). If you do not follow the seminar teaching, select "Not relevant".

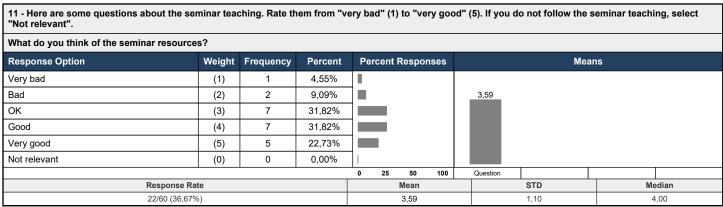
#### What do you think about the quality of the physical seminars?

	,										
Response Option	Weight	Frequency	Percent	Pe	rcent	Respor	ises		Mea	ıns	
Very bad	(1)	0	0,00%	1				4,59			
Bad	(2)	1	4,55%								
ОК	(3)	1	4,55%								
Good	(4)	4	18,18%								
Very good	(5)	16	72,73%								
Not relevant	(0)	0	0,00%	1							
				0	25	50	100	Question			
Response Ra	te					Mean			STD	Me	edian
22/60 (36,679	6)					4,59			0,80		5,00

## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle



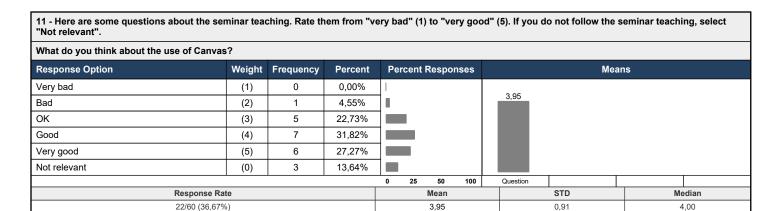


11 - Here are some questions a "Not relevant".	about the seminar tead	ching. Rate th	em from "ve	ry b	ad" (1)	to "ve	ery god	od" (ŧ	5). If you d	lo not follow the	seminar teachi	ing, select
What do you think of the seminar leader's preparations for the seminars?												
Response Option	Weight	Frequency	Percent	Pe	rcent	Respo	nses			Mea	ins	
Very bad	(1)	0	0,00%	1					4,59			
Bad	(2)	0	0,00%					ш				
OK	(3)	2	9,09%					ш				
Good	(4)	5	22,73%					ш				
Very good	(5)	15	68,18%					ш				
Not relevant	(0)	0	0,00%	1								
	•			0	25	50	100		Question			
Response Rate						Mean		STD			Median	
	22/60 (36,67%)					4,59			·	0,67		5,00

## Course evaluation ECON3220/ECON4220 - autumn 2022

Course: ECON3220/422022H: ECON3220/4220 22H Microeconomics 3-ECON3220 22H Undervisning - alle

**Response Rate:** 22/60 (36.67 %)



12 -									
Response Option	Weight	Frequency	Percent	Percent Responses	Means				
Yes	(1)	15	68,18%						
To a certain extent	(2)	3	13,64%		1,43				
No	(3)	3	13,64%		1,10				
Not relevant	(0)	1	4,55%	ı					
				0 25 50 100	Question				
Response Ra	ate			Mean	STD	Median			
22/60 (36,67	%)			1,43	0,75	1,00			

13 - I am prepared when I attend the s	13 - I am prepared when I attend the seminars.												
Response Option	Weight	Frequency	Percent	Per	cent F	Respo	nses	Means					
Yes	(1)	13	59,09%										
To a certain extent	(2)	7	31,82%					1	1,50				
No	(3)	2	9,09%										
Not relevant	(0)	0	0,00%	1									
				0	25	50	100	Qı	uestion				
Respon	se Rate				ı	Mean				STD	Me	edian	
22/60 (3	36,67%)					1,50				0,67		1,00	

# 14 - Supplementary comments (positive and constructive) about the seminar teaching. Response Rate 5/60 (8,33%)

- Igjen, Nils-Henrik klarer å formidle oppgavene og løsningene på en rolig, strukturert og pedagogisk måte.
- Skulle gjerne hatt det litt mer detaljert gjennomgang. Hvert flere ganger der seminar lærer kan si "så går vi på oppgave 3", men derfra aldri si om vi løser del oppgave 3a, 3b, 3c osv. Dette gjør at jeg av og til blir mer opptatt av å selv holde styr på hvilken oppgave som blir løst, enn hvordan man faktisk skal løse den e gjør at
- Really good seminars, sometimes a bit difficult. Do not really like it when we use problems from the book.
- Jarle is a very good seminar teacher, he makes the course interesting and relevant. I think the seminar solutions to the microeconomic part is very little informative.
- The solutions to the seminars should be more open, not two sentences, but part by part explaining how to get to the right answer (at least at game theory part of the cource.

## 15 - Do you have any other comments regarding the teaching in this course?

Response Rate 2/60 (3,33%)

- Jeg syns undervisningen i spillteori blir gjort mer komplisert enn det egentlig er.
- In the lectures: A bit unclear what is the most important to learn. Books in syllabus are also difficult to follow.