

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

Response Rate: 22/60 (36.67%)

1 - Which study programme are you enrolled in?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
1 year programme in economics	(1)	0	0,00%		<p>3,00</p>
Bachelor programme in economics	(2)	8	36,36%	█	
5 year master programme in economic analysis	(3)	7	31,82%	█	
Other study programme at UiO	(4)	5	22,73%	█	
Single course student	(5)	0	0,00%		
2 year master programme in economics	(6)	1	4,55%	█	
Other	(0)	1	4,55%	█	
				0 25 50 100	Question
Response Rate		Mean		STD	Median
22/60 (36,67%)		3,00		1,05	3,00

2 - How many hours a week do you spend on your studies in total?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Under 10 hours	(1)	1	4,55%		<p>3,27</p>
10-20 hours	(2)	4	18,18%	█	
20-30 hours	(3)	6	27,27%	█	
30-40 hours	(4)	10	45,45%	█	
More than 40 hours	(5)	1	4,55%		
				0 25 50 100	Question
Response Rate		Mean		STD	Median
22/60 (36,67%)		3,27		0,98	3,50

3 - 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	Means
1	(1)	1	4,55%		<p>3,23</p>
2	(2)	4	18,18%	█	
3	(3)	8	36,36%	█	
4	(4)	7	31,82%	█	
5	(5)	2	9,09%	█	
				0 25 50 100	Question
Response Rate		Mean		STD	Median
22/60 (36,67%)		3,23		1,02	3,00

4 - I think the course is interesting.From "do not agree" (1) to "strongly agree" (5).					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
2	(2)	5	22,73%	█	<p>3,23</p>
3	(3)	8	36,36%	█	
4	(4)	8	36,36%	█	
5	(5)	1	4,55%		
				0 25 50 100	Question
Response Rate		Mean		STD	Median
22/60 (36,67%)		3,23		0,87	3,00

University of Oslo
Course evaluation ECON3220/ECON4220 - autumn 2022

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5 - How difficult / demanding do you think the course is? From "very easy" (1) to "moderately demanding" (3) to "very demanding" (5).						
Response Option	Weight	Frequency	Percent	Percent Responses		
2	(2)	1	4,55%		4,27	
3	(3)	3	13,64%			
4	(4)	7	31,82%			
5	(5)	11	50,00%			
				0 25 50 100	Question	
Response Rate		Mean		STD		Median
22/60 (36,67%)		4,27		0,88		4,50

6 - Here are some questions about the lectures. Please rate from "very bad" (1) to "very good" (5). If you do not follow the lectures, select "Not relevant".						
What do you think of the quality of the physical lectures?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	1	4,55%		3,36	
Bad	(2)	3	13,64%			
OK	(3)	8	36,36%			
Good	(4)	7	31,82%			
Very good	(5)	3	13,64%			
Not relevant	(0)	0	0,00%			
				0 25 50 100	Question	
Response Rate		Mean		STD		Median
22/60 (36,67%)		3,36		1,05		3,00

6 - Here are some questions about the lectures. Please rate from "very bad" (1) to "very good" (5). If you do not follow the lectures, select "Not relevant".						
What do you think of the quality of the digital lectures?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	1	4,55%		2,91	
Bad	(2)	3	13,64%			
OK	(3)	5	22,73%			
Good	(4)	0	0,00%			
Very good	(5)	2	9,09%			
Not relevant	(0)	11	50,00%			
				0 25 50 100	Question	
Response Rate		Mean		STD		Median
22/60 (36,67%)		2,91		1,22		3,00

6 - Here are some questions about the lectures. Please rate from "very bad" (1) to "very good" (5). If you do not follow the lectures, select "Not relevant".						
What do you think of the lecture resources that are made available?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	0	0,00%		4,19	
Bad	(2)	1	4,55%			
OK	(3)	3	13,64%			
Good	(4)	8	36,36%			
Very good	(5)	9	40,91%			
Not relevant	(0)	1	4,55%			
				0 25 50 100	Question	
Response Rate		Mean		STD		Median
22/60 (36,67%)		4,19		0,87		4,00

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Response Rate: 22/60 (36.67 %)

6 - Here are some questions about the lectures. Please rate from "very bad" (1) to "very good" (5). If you do not follow the lectures, select "Not relevant".

What do you think about the lecturers' use of Canvas?

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	0	0,00%			
Bad	(2)	1	4,55%			
OK	(3)	8	36,36%	█		
Good	(4)	7	31,82%	█		
Very good	(5)	6	27,27%	█		
Not relevant	(0)	0	0,00%			
Response Rate				Mean	STD	Median
22/60 (36,67%)				3,82	0,91	4,00

6 - Here are some questions about the lectures. Please rate from "very bad" (1) to "very good" (5). If you do not follow the lectures, select "Not relevant".

What do you think of lecturers' preparations for lectures?

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	0	0,00%			
Bad	(2)	0	0,00%			
OK	(3)	3	13,64%	█		
Good	(4)	9	40,91%	█		
Very good	(5)	9	40,91%	█		
Not relevant	(0)	1	4,55%			
Response Rate				Mean	STD	Median
22/60 (36,67%)				4,29	0,72	4,00

7 - I actively participate in lectures.

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	5	22,73%	█		
To a certain extent	(2)	9	40,91%	█		
No	(3)	6	27,27%	█		
Not relevant	(0)	2	9,09%	█		
Response Rate				Mean	STD	Median
22/60 (36,67%)				2,05	0,76	2,00

8 - I am prepared when I attend the lecture.

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Yes	(1)	12	54,55%	█		
To a certain extent	(2)	8	36,36%	█		
No	(3)	2	9,09%	█		
Not relevant	(0)	0	0,00%			
Response Rate				Mean	STD	Median
22/60 (36,67%)				1,55	0,67	1,00

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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 synes 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	Percent Responses	Means
Very bad	(1)	0	0,00%		
Bad	(2)	1	4,55%		
OK	(3)	1	4,55%		
Good	(4)	4	18,18%		
Very good	(5)	16	72,73%		
Not relevant	(0)	0	0,00%		
				0 25 50 100	Question
Response Rate			Mean	STD	Median
22/60 (36,67%)			4,59	0,80	5,00

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Response Rate: 22/60 (36.67 %)

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 digital seminars?

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	1	4,55%		3,33	
Bad	(2)	2	9,09%			
OK	(3)	0	0,00%			
Good	(4)	0	0,00%			
Very good	(5)	3	13,64%			
Not relevant	(0)	16	72,73%			
				0 25 50 100	Question	
Response Rate			Mean		STD	Median
22/60 (36,67%)			3,33		1,86	3,50

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 of the seminar resources?

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	1	4,55%		3,59	
Bad	(2)	2	9,09%			
OK	(3)	7	31,82%			
Good	(4)	7	31,82%			
Very good	(5)	5	22,73%			
Not relevant	(0)	0	0,00%			
				0 25 50 100	Question	
Response Rate			Mean		STD	Median
22/60 (36,67%)			3,59		1,10	4,00

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 of the seminar leader's preparations for the seminars?

Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very bad	(1)	0	0,00%		4,59	
Bad	(2)	0	0,00%			
OK	(3)	2	9,09%			
Good	(4)	5	22,73%			
Very good	(5)	15	68,18%			
Not relevant	(0)	0	0,00%			
				0 25 50 100	Question	
Response Rate			Mean		STD	Median
22/60 (36,67%)			4,59		0,67	5,00

