

## EC102: Introductory Macroeconomics

### Course statistics

<b>Session</b>	2
<b>Cohort size</b>	32
<b>Campus/remote split</b>	14:18
<b>Survey completions</b>	21

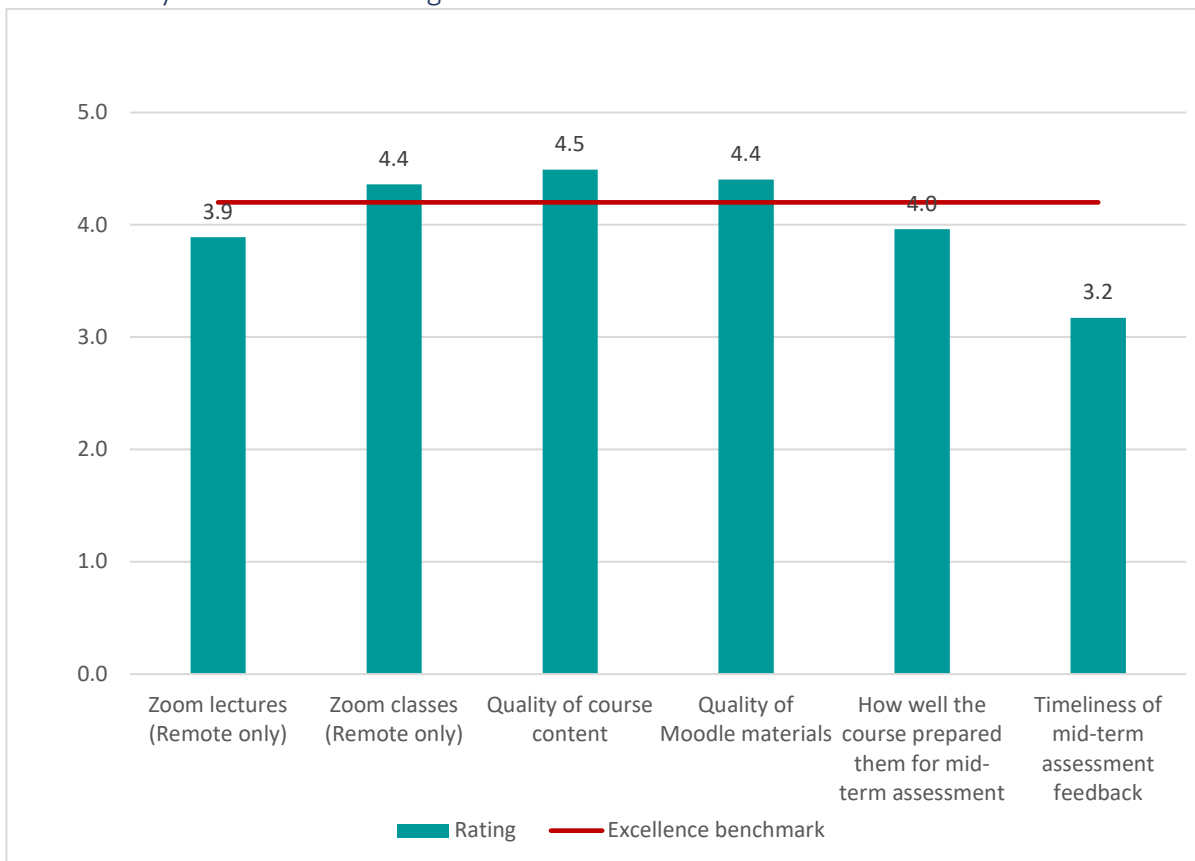
### Course ratings

<b>Course rating</b> ( <i>St Dev</i> )	4.0 (1.07)
<b>Subject area average</b> ( <i>St Dev</i> )	4.2 (0.87)
<b>Summer school average</b> ( <i>St Dev</i> )	4.4 (0.78)
<b>Students recommend</b>	100%

### Teaching staff

Lecturer	Dr Antonio Mele	
Lecturer	Dr Canh Thien Dang	
Class teacher	Thomas Monk	4.7
Class teacher	Agnes Varga	

### How would you rate the following factors?



## Evaluation comments

### *What did you like best about the course?*

A lot of content in a short period of time.

Canh is a really nice lecturer!!! The classes are very friendly and helped me to understand a lot details

I had no idea about macroeconomics but this course introduced macroeconomics to me smoothly and with good understanding

I really enjoyed the classes

Meeting new people and interacting!

Teaching quality

The class teacher is so patient in answering questions and there is good interaction during the class

The fact that we were allowed to do it on campus.

Zoom seminars were very helpful.

### *What improvements could we make to the course?*

Audio quality in the lectures was sometimes not so good (even with noise cancelling headphones on). Luckily it was OK most of the time, but when there is bad audio quality it makes it impossible to follow the lecture. Also it is difficult to see when a teacher is drawing something in the lecture.

I think there should be more social events (whether it be online or in person)

It was just about right!

Lectures.

Longer duration and spread out the content over the weeks. Need more time to review and go over content.

Maybe add more video materials. Class teacher could go through all the knowledge points before moving on to questions.

NAB doesn't have air conditioning in summer

The audio for the zoom lectures was very difficult to hear, especially for Part II. Part II also had less interactions with the zoom audience and seem tailored for people in class.

The lectures are too long and there is not much interaction with zoom students, and zoom students can't see the whole classroom and the lecturer may ask zoom students to turn on video and with audio on to interact during the lectures. And may design some group activities during lectures rather than the lecturer talking all the time

Timetabling: lectures should be broken into two distinct halves to help students have time to process the course material.