

**Quels ont été les points forts de votre expérience d'apprentissage dans cet enseignement ? / What were the strongest aspects of your learning experience in this course?**

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The necessary interaction with classmates
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It was interesting to have both theoretical and computational applications of macro in this class and the corrections to the prpbem were good but delivered really too late.
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Very useful and understandable seminars!
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The Julia training.
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I got a better understanding of the programming softwares used in macroeconomic research and modelling.
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maybe the group works cooperate with classmate
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we learned a lot
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The TA is a good teacher in the sense that he explains the concepts well and with different methods. The coursework was challenging and forced to understand the material and work collaboratively.
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The TA was really willing to help us.
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Being able to code on Julia as well as having a TA who is very clear in his teaching approach
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J'ai beaucoup appris sur la programmation de modèles économiques grâce à ce cours.
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Diego had the difficult task of TAing for a new formula of the Grad Macro 3. The class was overall interesting, good slides, tough-provoking exercises.
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I was introduced to modern tools and techniques in computational economics.
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Teacher is clearly interested in students learning success and very engaged.
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Diego managed to explain the concepts and models very clearly.
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Technical things to solve questions were well addressed. He knows very well about what he is teaching and well prepared for the course.
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I think coding was a very good thing in this course. The TA was also very responsive in class for most questions we had.
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Diego gives us very detailed slides, code files, and problem set solutions, which are super helpful for us to learn and review after the class. What is more, he also gives extra extension out of the class which helps us build more broad intuition of macroeconomics, such as the Lucas critics, the competitive equilibrium, and so on.
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19      Although they were a bit too intense, I think having to do problem sets frequently is very helpful for learning.

**Comment pourrait-on enrichir l'expérience d'apprentissage dans cet enseignement ? / How could the learning experience improve in this course?**

1      The amount of work required is out of reality. We were forced to spend way too much time on this course's homeworks to the detriment of other courses.  
The insane amount of work did not allow us to review the classes and severely hindered our learning experience in this course and in the others - because we could not allocate enough time to the rest.  
We received feedbacks on our homeworks - for all of them but the first one/two - four days before the final exam.  
All these elements led to frustration and an unhealthy learning experience, which eventually led to severe mental consequences for some of the students.  
This course was one illustrative example of what is wrong in this master: we have been forced to suffer, while we should only be asked for dedication. And dedication is different from suffering.

2      This class has potential but it was really messy in my sense. The class was a bit going in every direction, and the material from the slides only was insufficient to understand the gist properly. The assignments were lots of time unclear and most of the time not related enough to the lectures for us to make the link between those. It was also really unsettling not to have feedback (the graded paper or a correction revised in class) close enough to the time we hand out the problem sets. Some concepts were very unclear in my mind, and the pace of the class was really fast, and so it was hard to store every concept learnt which meant a LOT (and I guess too much) time spent on this class during the time apart from the courses.  
Maybe a good way would be to light a bit the problem set and allow to review them better in class, for it to be clearer to everybody and to try and make the slides more straight forward.

3      More frequent corrections for the assignments

4      Perhaps some more time on analytical questions.

5      TA sessions were very hard to follow and felt like too much information for a tutorial class. The link to the lectures was unclear for most of us and time was spent on technical details that weren't the most relevant to the questions we were expected to master in the problem sets. I think this tutorial would benefit from going through the problem sets with the TA: since we spend time on the material, we can come to the course with questions and develop our understanding of the material through concrete examples.  
In summary, the TA sessions felt like an entire other macro class when it was supposed to provide support in understanding the material covered in the lectures.

I would also suggest that, although it is important for us to understand and discover the new computational methods that are increasingly used in macroeconomics, this tutorial is too ambitious in terms of the programming models we should be able to code. Given the little skills in programming the master provides in the first year, a lot of us spend an important amount of time just understanding the basics of coding and struggle to understand the intricacies of macro modelling in Julia in the timeframe of the 3rd semester.

6      The assesment and criterion for final exams changed two times in two weeks before the final. The difficulty of the final are unreasonable and unconstructive at all. Next time be clear about your goal for student and don't overestimate how much do students understand this class.

7      The biggest drawback here was that we did not have the correction on hand. Next year this problem will probably be solved already

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- 8 The TA needs to improve on the pace at which he is covering the material in class, and to provide more individual feedback throughout the semester. Although the TA sessions were useful to understand the basic concepts that formed the foundations of the course, it only addressed the core, advanced concepts in the last minute before the exam which did not give us time to digest it and perform well in the exam. In line with this, the solutions to the exercises we covered were given four days before the exam, which is clearly not sufficient time to absorb all of them.
- 9 The corrections should be given more on time.  
Connect the exercises to the lecture. Explain more the basic mechanic of the models studied before bringing new elements.  
Generally give us a big pictures of where we are heading to and why do we have to go through this process, method.  
The workload was disproportionated compared to the other subjects. Better coordinate with the other TAs to give us graded homeworks.  
The system of graded homeworks is more stressfull than anything we just focus on finding the answer even if we didn't understand why, trying to replicate and combine what we have done between the lectures and the different exercise sessions. This system doesn't take in account the effort and the time spent to find the answer and the reasoning.
- 10 Could go a bit faster in class to cover material, cover difficult questions from problem set in class
- 11 Il faudrait adapter la charge de travail et voir plus de code directement en cours ou bien corrigé ensemble les problem sets.
- 12 A FAR better integration of the class and the TA sessions. Smaller problem sets, that we can solve on our own and share with others optionally, instead of HAVING to solve them collectively. More coherence in the class between the topics covered in the lecture and in the td.
- 13 Timely assessment and feedback could be helpful to improve the learning experience.
- 14 Problem sets are to excessive. And we need solutions for them on time!!! Not just the week before the exam.
- 15 It will be helpful if we could get access to the solutions to the problem sets in a timely manner.
- 16 Too much workload, that cannot be done by even with 2 people within a week. We learned very basic things from Julia sessions and the course wanted us to hand in complicated work. What we learned from Julia session was too basic to do course homework and only those who were already good at coding were able to do something. Feedback was too slow, so I got bad grades in a row. We did not have time to correct/fix our mistake before doing the next homework so it was very bad in terms of the feedbacks. If the homework was not too much then I think both Diego and us wouldn't suffer this much. He is professional, knows what he is teaching but his organization was quite messy. I guess this is due to so much workload both for Diego and us. We need better and longer sessions for Julia.

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- Decrease the work load for this course, it is not normal to spend a full week on a problem set as a group when we have at least 4 other equally important courses and other problem sets to hand in.  
Please think about the time we need to spend on each problem set, we know it is easy for you to solve but you should try to put yourself in our shoes as most of what we saw we were seeing for the first time.  
Please provide corrections asap after we hand them in, the longer you wait the lower the learning benefit from the problem sets is (we tend to forget a bit about the problem sets and what we did if you wait long before you give us the corrections which would mean that it would take us more time to review them, and seeing how hectic the semester was- overall, not just in macro- time was definitely not something we had, also because there is already a gap between the recitations and the course, so an additional gap with the problem sets and the recitations will only confuse us more).  
Maybe it would be easier for you and the students to just solve the exercises in class and explain the concepts through the exercises?
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- I think Diego is very responsible for the tutorials and prepares them very well. The email communication is also very fluent. The only thing I think might be improved is to build up more connections with the lecture notes. For example, we know the competitive equilibrium is a very important concept with application in macroeconomics, but we should learn it in microeconomics so maybe we can just hand out some materials for us to read before the class and focus more on the topic of the course like the asset pricing or HANK model. □
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- Having more returns on the problem sets we performed would help with understanding what we got wrong and progress.