

## Appendix 2: Full Questionnaire

This Appendix contains the full questionnaire we used, including answer categories.

### Section Q1: Research skills

- 1) Quantitative. Are students educated in...*[Not treated / Briefly treated / Extensively treated / Entire course]*
  - a) Applied econometrics (how to work with data/software, e.g. Matlab, R, Stata, SPSS)
  - b) Data selection and evaluation
  - c) Descriptive statistics
  - d) Experimental economics
  - e) Factor analysis
  - f) Regression analysis
  - g) Survey and questionnaire design
  - h) ....(other)
- 2) Qualitative. Are students educated in... *[Not treated / Briefly treated / Extensively treated / Entire course]*
  - a) Interview design and techniques
  - b) Qualitative field research
  - c) .....(other)
- 3) Mathematical skills. Are students educated in...*[Not treated / Briefly treated / Extensively treated / Entire course]*
  - a) Basic Econometrics (non-applied)
  - b) Calculus
  - c) Linear algebra
  - d) Logic
  - e) ...(other)



## Section Q2.1: History of economic thought

- 1) History of economic thought [*Not treated / Briefly treated / Extensively treated / Entire course*]

## Section Q2.2: Theory of economics

- 1) Diversity in current theory. Which theoretical approaches are taught in this course, and how much of the course is spent on them? [*Not treated / Briefly treated / Extensively treated / Entire course*]
- a) Austrian school
  - b) Behavioural economics
  - c) Classical political economy
  - d) Complexity economics
  - e) Ecological economics
  - f) Feminist economics / Social economics
  - g) Neoclassical economics
    - i) Environmental economics
    - ii) Game theory
    - iii) General equilibrium theory
    - iv) Marginalist micro-economics
    - v) Monetarism
    - vi) Neoclassical competition theory
    - vii) Neoclassical growth theory
    - viii) Neoclassical international trade theory
    - ix) Neo-Keynesian economics
    - x) New classical macroeconomics
    - xi) New institutional economics
    - xii) New Keynesian economics
    - xiii) Public economics / Welfare economics
  - h) Original Institutional economics



- i) Post-Keynesian economics
- j) Radical economics
- k) other<sup>11</sup>

### Section Q2.3: Multi- and Interdisciplinarity

- 1) Are lecturers from other disciplines invited to teach guest lectures? *[yes/no, with text box for elaboration]*
- 2) Does this course involve literature from other academic disciplines? *[yes/no, with text box for elaboration]*
- 3) Does this course work on interdisciplinarity in any other ways? *[yes/no, with text box for elaboration]*
- 4) Which other disciplines are taught? *[Not treated / Briefly treated / Extensively treated / Entire course]*
  - a) Anthropology
  - b) Business Studies
  - c) Culture Studies
  - d) Human Geography
  - e) Political Science
  - f) Psychology
  - g) Sociology
  - h) Other... *[open textbox]*

### Section Q3: Real world economics

- 1) Are the problems of the real economy taken as starting points, rather than as mere illustrations of theoretical ideas? (Examples, drawing on the Millennium Development Goals: extreme poverty and hunger, climate change, financial crises, social-economic inequality, gender inequality, diseases and health problems, lack of education ...) *[Not treated / Briefly treated / Extensively treated]*

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<sup>11</sup> A theoretical approach and economist not included are evolutionary economics and Joseph Schumpeter, because it is often unclear in what way this is presented, as an independent approach or as a sub-approach of neoclassical economics.



*treated / Entire course]*

- 2) Are sectors of the real economy described in this course, without directly being related to only a single theory? (Examples: company structure of specific sectors, institutions in the housing market, actors labour relations, Dutch policy organisations, informal economy, international organizations...) [*Not treated / Briefly treated / Extensively treated / Entire course]*
- 3) Does this course include economic history? [*Not treated / Briefly treated / Extensively treated / Entire course, with textbox for elaboration]*

### **Section Q4.1: Philosophy of science / Ethics / Methodology**

- 1) Does this course teach elements of the philosophy of science? [*Not treated / Briefly treated / Extensively treated / Entire course]*
- 2) Does this course teach elements of ethical philosophy? [*Not treated / Briefly treated / Extensively treated / Entire course]*
- 3) Does this course teach elements of economic methodology? [*Not treated / Briefly treated / Extensively treated / Entire course]*

### **Section Q4.2: Didactic methods**

- 1) Study material. Which of the following kinds of study materials are used for this course? [*yes/no*]
  - a) Textbooks [*yes/no, if yes, which one(s)?*]
  - b) Original works [*yes/no*]
  - c) More recent literature [*yes/no*]
  - d) Online material [*yes/no*]
  - e) Information not available [*yes/no*]
- 2) Testing. Which of the following methods are used in the testing for this course? [*yes/no*]
  - a) No information available / unclear [*yes/no*]
  - b) Open/Essay questions [*yes/no*]
  - c) Multiple-choice questions [*yes/no*]
  - d) Reports/essays [*yes/no*]



- e) Verbal examination [yes/no]
  - f) Contribution during tutorials [yes/no]
  - g) Homework grades [yes/no]
  - h) Other methods of examination [yes/no]
- 3) Skills of expression. Does this course contain practice in the following skills?
- a) Speaking/presenting [yes/no]
  - b) Argumentation in essay format [yes/no]
  - c) Debating [yes/no]
  - d) Assignment with other forms which train skills of (public) expression [yes/no]
  - e) Other [yes/no]

