

SUMMER ECLIPSE

Participant Evaluation Report



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Executive summary

The SUMMER ECLIPSE summer school was held in Lodz in June 2026 and brought together 46 international students at bachelor level. Not only did it deliver a week of intensive teaching in economics, but also it served the purpose of promoting the MA programme in Economics offered by the Faculty of Economics and Sociology of the University of Lodz. This report evaluates both, summer school as an event, as well as MA programme in Economics as a prospective option for continuation of education by the participants. The evaluation is performed on the basis of an anonymous survey completed by 41 participants — a response rate of 89.1%.

The event itself was received very well. The ratings were consistently positive across content, teaching and organisation alike, and the free-text comments were dominated by praise. Two areas nonetheless deserve attention in future editions: the daily schedule, which received the lowest average rating of all items, and the consistency of classroom delivery, where the content of the courses was rated systematically higher than the way it was taught.

The programme-related findings are informative and optimistic for the Faculty. All three specialisation modules were rated highly for their significance for the respondents' future careers, and so was the MA programme built around them. What participants expect from such a programme is unambiguous: employability, applied and practical content, and analytical and data skills dominate their answers.

The survey measured attractiveness at the moment of highest enthusiasm. It did not measure conversion. Whether SUMMER ECLIPSE translates into applications will only become visible over the coming years.

Data and method

The questionnaire was administered online in English, anonymously, immediately after the summer school. Responses were recorded between 30 June and 1 July 2026; median completion time was 4.3 minutes. The instrument has two parts. Part I contains fourteen closed-ended items (grouped into two questions) on the delivery of the summer school, one categorical item on perceived difficulty and one open-ended comment field. Part II contains five closed-ended items (grouped into two questions) on the MA programme in Economics, one open-ended item on expectations towards such a programme, and a second open-ended comment field. All closed-ended items use a seven-point ordinal scale on which 7 denotes the most favourable response.

A total of 41 of 46 participants responded, resulting in a response rate of 89.1%. There is no item non-response on any closed-ended item, so every quantitative statistic in this report is computed on $n = 41$. The open-ended fields were left blank or filled with a null token ("-", "No", ".") by a substantial share of respondents; the qualitative analysis therefore reports its own, smaller denominators.

PART I — Evaluation of the summer school

Table 1 reports the full set of Part I closed-ended items (questions 1 and 3), ordered by mean rating. Since these two questions were of similar nature, just with different angle of focus, we decided to analyse them jointly.

Table 1. Summer school items, ranked by mean rating (n = 41)

Item	M	SD	Mdn	6–7 (%)	7 (%)	≤4 (%)
Content: Advanced Economic Analysis (day 2)	6.46	0.67	7	90.2	56.1	0.0
Website and other materials	6.44	0.84	7	82.9	63.4	2.4
Overall selection of contents	6.39	0.83	7	87.8	56.1	4.9
Coffee breaks	6.37	1.13	7	82.9	65.9	4.9
Content: LSEG module (days 5–6)	6.34	1.04	7	85.4	58.5	4.9
Content: Entrepreneurship and Startup (day 3)	6.32	1.11	7	85.4	56.1	2.4
Keynote and introduction lectures (day 1)	6.27	1.05	7	85.4	53.7	7.3
Teachers' engagement	6.27	0.98	7	80.5	53.7	4.9
Atmosphere in the class	6.27	1.30	7	78.0	68.3	9.8
Content: International Markets (day 4)	6.22	1.27	7	85.4	53.7	4.9
Support from the organisational team	6.12	1.10	6	80.5	46.3	9.8
Teaching methods used in the classes	6.00	1.26	6	75.6	46.3	14.6
Trip around Łódź	6.00	1.28	7	65.9	53.7	12.2
Class schedule	5.90	1.24	6	68.3	41.5	12.2

Scale: 1–7, 7 = most favourable. Items ordered by mean.

The range of means is 0.56 scale points across fourteen items, against item standard errors of 0.11 to 0.20. The spread between items is therefore real but very small and it is compressed into the top end of the scale (median very often at max = 7). Cronbach's $\alpha = 0.904$ for the fourteen Part I items confirms that the survey is in fact measuring a single, uniformly positive evaluation rather than sharply differentiated judgements about separate aspects of the event.

Apart from analysing each item separately, grouping them into domains may provide additional insights. In particular, grouping the items into three conceptual blocks and computing a per-respondent mean for each block allows a paired comparison that is not available at item level. The composition of blocks is presented in Table 2. Content and Delivery blocks refer to items from question 1 and are focused on composite aspects of the merits of classes. Organisation focuses on items from question 3 and jointly evaluates administrative aspect of the summer school.

Table 2. Assignment of Part I items to domain blocks

Block	Item	M (SD)
Content	Keynote and introduction lectures (day 1)	6.33 (0.83)
	Content of the Advanced Economic Analysis module (day 2)	
	Content of the Entrepreneurship and Startup module (day 3)	
	Content of the International Markets module (day 4)	
	Content of the LSEG module (days 5–6)	
	Overall selection of contents	

Block	Item	M (SD)
Delivery	Teaching methods used in the classes Teachers' engagement Atmosphere in the class	6.18 (1.04)
Organisation	Class schedule Support from the organizational team Trip around Lodz Coffee breaks Website and other materials	6.17 (0.81)

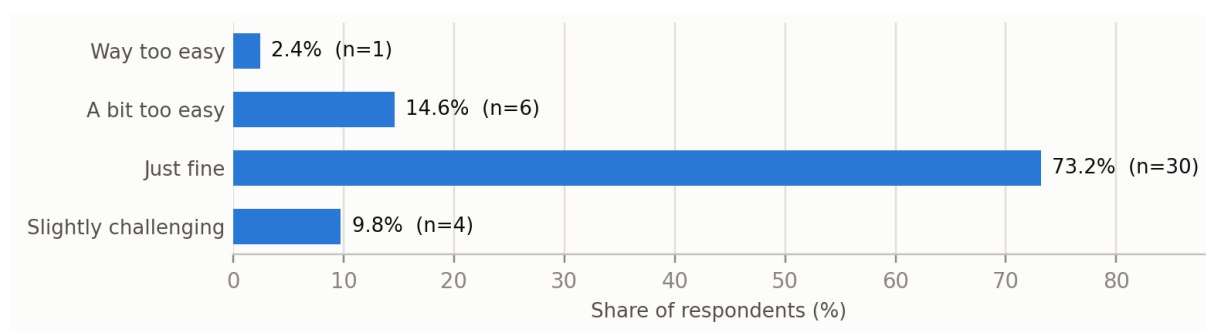
Table 3. Domain block paired comparisons (n = 41)

Paired comparison (Wilcoxon signed-rank test)	p-value
Content vs. Delivery	0.047
Content vs. Organisation	0.077
Delivery vs. Organisation	0.539

Content was rated significantly above Delivery (at 5% confidence level) and Organisation (at 10% level). The gaps in both cases were small in absolute terms, but consistent across respondents. This could be interpreted as a sign that the summer school's academic offer was better received than the way it was delivered in the classroom as well as organised. This supports the conclusion that while the execution was overall well-received, there is still some room for improvement either for future summer schools, or for the MA programme main teaching.

Difficulty was measured with a separate categorical item. The distribution is shown in Figure 1.

Figure 1. Perceived difficulty of the classes



Just under three quarters of respondents (73.2%) considered the level appropriate. The remainder is asymmetric: 17.1% found the classes too easy (14.6% "a bit too easy" and 2.4%, i.e. one respondent, "way too easy") against 9.8% who found them slightly challenging. No respondent selected "too difficult". Since our goal was to obtain high concentration in the middle of the scale and avoid extreme answers, it is safe to say that the level of difficulty was selected correctly.

Part I open-ended comment field was optional and, after dropping empty entries, we received 14 substantive comments. We divided them into 9 categories which are not mutually exclusive in the sense that one comment could be classified under more than one category. However, none of them was classified under more than two.

Table 4. Part I comments: coded categories (n = 14 substantive comments)

Category	n
General positive assessment or expression of gratitude, no specific referent	8
Positive: organisation, teaching quality, classroom atmosphere	2
Positive: international and intercultural or networking value	2
Positive: value of the LSEG workshops and their practical applications	1
Critical: venue conditions (heat, no cooling in the LSEG rooms)	1
Critical: uneven delivery by individual teachers	1
Critical: pre-arrival information (accommodation distance, local activities)	1
Critical: organisation of the event, unspecified	1
Critical: level too low, LSEG potential under-used	1

The majority of comments are positive, short and undifferentiated ("it was all super nice", "The best summer school ever", "Thank you for a wonderful week"). Two respondents were specific, and their comments identify the same strengths as the quantitative data from previous closed-ended questions did:

"One of the best academical opportunity I have been given whilst my studies, flawless organisation, amazing classes, great teaching, unforgettable atmosphere."

"It was my first time taking part in mobility program i.e; Summer School in Łódź and I really enjoyed a lot, learned new things with their practical implications, LSEG workshops are great addition to the course, I made friends and learned the cultures of other countries so overall experience was great."

The second comment is worth noting because it identifies the LSEG workshops and the intercultural dimension as the distinguishing features of the event.

Four respondents raised criticism. One of the four is unspecified ("You could improve the organization of the event") and cannot be acted on. The remaining three are specific and, importantly, non-overlapping — each names a different weak point:

"The temperatures where extreme and there weren't enough measures in the LSEG rooms, but anybody was prepared for the heat wave. Presentations were right but some professors didn't transmitted their wide experience properly."

"Everything was great and people tried to help the max they could but i would have appreciated if someone told me that the university dormitories were 30 minutes away from the college. Maybe some activities that we could do in Lodz would also be nice to know."

"it was nice but the classes way too easy and I feel LSEG potential was not properly used. But the overall vibe and opportunity was amazing."

The first comment contains the only direct statement about teaching quality, but the issue named is not what was taught but how effectively individual teachers conveyed it. The second is focused on problems that are outside the Faculty's control, but could be improved thanks to better flow of information. In a wider sense, it stresses the importance of the onboarding process for foreign students. The third focuses on the difficulty of the classes and was provided by the same individual who earlier marked the classes as "way too easy".

PART II — Assessment of the MA programme in Economics

Part II shifts the object of measurement. Its items do not evaluate the event that took place, but they record how a group of predominantly international bachelor students rated a prospective MA programme after a week's exposure to three of its modules. Since closed-ended question in this part were very different in nature, we present them separately. Table 5 summarizes the assessment of usefulness of the three offered modules for the respondents' potential future careers, as they could evaluate it at the moment of survey completion.

Table 5. Significance of MA programme specialty modules for respondents' future careers, ranked by mean rating (n = 41)

Item	M	SD	Mdn	6–7 (%)	7 (%)	≤4 (%)
Advanced Economic Analysis	6.39	0.89	7	90.2	56.1	4.9
International Markets	6.39	1.00	7	85.4	63.4	7.3
Entrepreneurship and Startup	6.10	1.32	6	80.5	48.8	7.3

Scale: 1–7, 7 = most favourable. Items ordered by mean.

All the specialty modules are rated high. Moreover, the first two are evaluated very similarly, while the third one is considered slightly less significant for potential future careers. Let it be noted, though, that such evaluation is useful for us as a forecast of potential popularity of each module, but it is not an evaluation of its quality. We assume that most people interested in studying are either looking forward to academic careers or to working for large corporations. Entrepreneurship is not a common path and startups are particularly rare, which is probably why most people are assessing the other two specialty modules slightly higher.

An MA programme in Economics built around the three modules scored M = 6.20 with 82.9% of respondents rating it 6 or 7. This could be viewed as a strong signal of receptiveness to the programme concept and, since these numbers are close to an average from the module career-significance evaluation, it indicates that good prospects on the labour market correspond with positive reception of a study programme. This is supported by good impressions of the Faculty, with M = 6.12 and 78% of respondents rating the Faculty as a place to study at 6 or 7. On the other hand, 12.2% (the highest result in Part II) evaluated this item at 4 or less, which means that the reception of the Faculty as a study environment was one of the most polarised translates not only aspects of the entire evaluation.

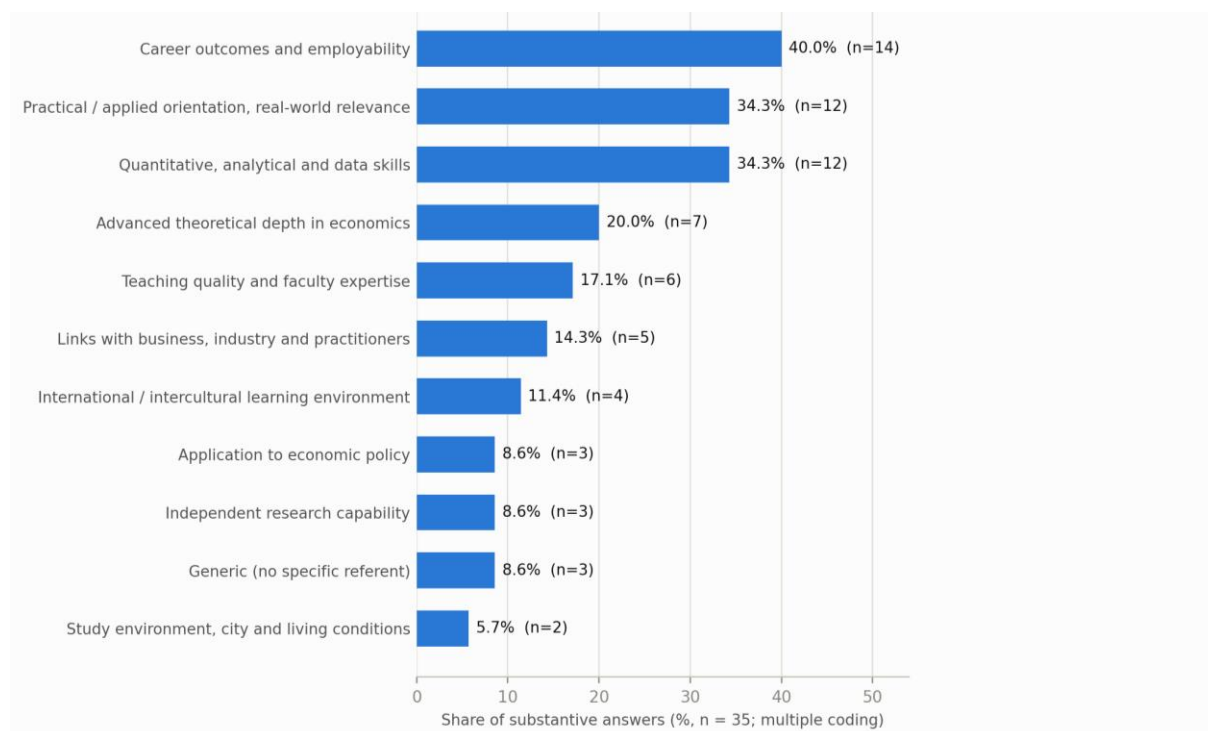
Table 6. Overall attractiveness of the MA programme in Economics and the Faculty, ranked by mean rating (n = 41)

Item	M	SD	Mdn	6–7 (%)	7 (%)	≤4 (%)
MA programme built from the three modules	6.20	1.10	6	82.9	48.8	4.9
Faculty of Economics and Sociology as a place to study	6.12	1.25	7	78.0	53.7	12.2

Scale: 1–7, 7 = most favourable. Items ordered by mean.

Despite some more nuances, large Cronbach's $\alpha = 0.780$ for all the five Part II closed-ended items indicates large internal consistency of the scores provided by the respondents.

The open-ended question asking for up to three key expectations produced very rich material: 35 of 41 respondents gave a substantive answer, most listing two or three distinct aspects. Responses were coded into the categories below. Categories are not mutually exclusive and a single answer typically contributes to two or three of them.

Figure 2. Expectations towards an MA programme in Economics, coded themes

The expectations of the potential students are quite unambiguous. Most of the categories that are on top focus on various aspects of connections with practical business life – be it in the form of potential employability, applied orientation or links with business. Another strongly emphasised aspect is the analytical skills, which are useful both in business and in modern academic careers. Furthermore, an interest in building international relations was also highly visible.

Against this, the categories that a research-oriented graduate programme would traditionally foreground are marginal. Only advanced theoretical depth was relatively widely expected (7 respondents). Independent research capability and application to economic policy are each named by three respondents.

Finally, it is worth emphasising that several respondents combine various elements in a single answer, which shows that these categories are complements rather than substitutes:

"1. Develop strong analytical and data-driven decision-making skills for solving real-world economic problems. 2. Gain practical experience through case studies, research projects, and industry collaboration. 3. Build the knowledge and professional network needed for an international career in business, consulting, or economic policy."

"Advanced macroeconomics and microeconomics courses, international environment, opportunities for internships."

Two answers name specific content the current module structure does not obviously cover — "Inclusion of AI and big data teaching" and "Advanced political economy, environmental econ, Economic though development" — and one names international accreditation, which is a significant signal.

In contrast to the rich material provided by the first open-ended question, the second comment field turned out to be the least informative. While 12 respondents used it, five entries were null tokens, leaving only seven substantive comments. Six were general expressions of satisfaction or thanks. One was a request for more mobility opportunities of this kind.

Conclusions and recommendations

The summer school as an event was evaluated very well. Some issues that were raised were often out of the organisers' control. The two signals for improvement that could be implemented in the future editions include:

- more concern for the daily schedule, as this element was the one with relatively the lowest evaluation in terms of average ($M = 5.90$), one of the smallest shares of 6-7 ratings (68.3%) and one of the highest shares of ≤ 4 ratings (12.2%);
- more focus on motivating the Teachers and preparing them for working with a specific group of international candidates. In general, Teachers performed very well in terms of their average evaluation, but some issues caused polarisation of responses. In particular, teaching methods had the highest share of ratings at or below 4 (14.6%) and the domain-level test indicated that contents of the course were assessed systematically higher than the delivery of these courses. One of the open-ended comments suggested that the level of delivery was simply uneven.

As for the conclusions for the MA programme and its future development path, this evaluation confirmed that the introduced modifications in terms of content were correct and that this process should be continued. In particular:

- Most candidates demonstrate a strong focus on applied competences and employability, which not only translates to proper content of academic courses, but also emphasises the need for continued development of our internship system and contacts with business, especially in terms of including practitioners into class delivery;
- Intended student learning outcomes providing analytical skills are highly demanded, as these skills are of key usefulness in both, research- and business-oriented career paths;
- Internationalisation and building a network of contacts have also been highlighted as important, which brings attention to activities within the Erasmus framework and provides motivation for more NAWA projects in the future.

Our evaluation survey naturally could only focus on assessment of attractiveness of the programme. The real power of conversion of the SUMMER ECLIPSE project will be revealed in the coming years, as the participants will be gradually facing the need to make decisions about their future education choices.

Appendix A. Participant evaluation survey — blank questionnaire

Share your opinions about the 2026 Summer Educational Courses in Lodz – Institutional Paradigm in Studying Economics (SUMMER ECLIPSE)

Part 1. The summer school

1. How do you evaluate particular aspects of the summer school's classes (1 - the worst score; 7 - the best score)

	1	2	3	4	5	6	7
Keynote and introduction lectures (day 1)							
Content of the Advanced Economic Analysis module (day 2)							
Content of the Entrepreneurship and Startup module (day 3)							
Content of the International Markets module (day 4)							
Content of the LSEG module (days 5–6)							
Overall selection of contents							
Teaching methods used in the classes							
Teachers' engagement							
Atmosphere in the class							

2. How do you evaluate the difficulty of the classes?

Response option	Select
way too easy	
a bit too easy	
just fine	
slightly challenging	
too difficult	

3. How do you evaluate the organizational aspects of the summer school SUMMER ECLIPSE (1 - the worst score; 7 - the best score)

	1	2	3	4	5	6	7
a. Class schedule							
b. Support from the organizational team							
c. Trip around Lodz							
d. Coffee breaks							
e. Website and other materials							

4. Do you have any comments you'd like to share with us?

Part 2. The MA programme in Economics

5. How do you assess the significance of our modules for your professional and educational career (1 - the worst score; 7 - the best score)

	1	2	3	4	5	6	7
Advanced Economic Analysis							
Entrepreneurship and Startup							
International Markets							

6. How do you evaluate the attractiveness of (1 - the worst score; 7 - the best score)

	1	2	3	4	5	6	7
MA programme in Economics containing these three modules as in summer school agenda							
Faculty of Economics and Sociology as a place to study							

7. What are your key (maximum three) expectations about an MA programme in Economics

8. Do you have any comments you'd like to share with us?

Appendix B. Qualitative coding frame

B.1 Part I comments (14 substantive of 41)

Category	Respondent IDs	n
General positive / gratitude, no specific referent	2, 9, 11, 13, 15, 19, 25, 27	8
Specific praise: organisation, teaching, atmosphere	3, 7	2
International / intercultural / networking value	7, 15	2
Value of LSEG workshops, practical applications	7	1
Critical: venue conditions (heat, LSEG rooms)	6	1
Critical: uneven delivery by individual teachers	6	1
Critical: pre-arrival information	23	1
Critical: organisation, unspecified	24	1
Critical: level too low, LSEG potential under-used	36	1

Null tokens ("-", "No"): IDs 1, 30, 34. Field left blank: 24 respondents.

B.2 Expectations towards an MA programme (35 substantive of 41)

Category	Respondent IDs	n
Career outcomes and employability	4, 7, 10, 11, 16, 17, 18, 19, 20, 22, 25, 33, 36, 39	14
Practical / applied, real-world relevance	7, 11, 15, 16, 17, 20, 23, 24, 26, 31, 39, 40	12
Quantitative, analytical and data skills	6, 7, 11, 12, 16, 19, 23, 24, 26, 35, 37, 39	12
Advanced theoretical depth	4, 6, 11, 12, 16, 35, 38	7
Teaching quality and faculty expertise	2, 3, 8, 10, 11, 33	6
Links with business, industry, practitioners	3, 6, 8, 16, 31	5
International / intercultural environment	4, 9, 11, 14	4
Application to economic policy	12, 19, 26	3
Independent research capability	11, 12, 19	3
Generic, no specific referent	13, 21, 27	3
Study environment, city, living conditions	2, 10	2
Learning resources and study support	25	1
Interactive, project-based teaching	34	1
Formal recognition / accreditation	41	1

Of the career category, internships are named explicitly by IDs 4, 18, 20, 25, 33 (n = 5). Null tokens ("-", ".", "none"): IDs 1, 28, 32. Field left blank: IDs 5, 29, 30.

B.3 Part II comments (7 substantive of 41)

Category	Respondent IDs	n
General positive / gratitude	4, 8, 9, 10, 15, 39	6
Request for more mobility opportunities of this kind	25	1

Null tokens ("-", "Nopes", "no", "No"): IDs 1, 2, 13, 34, 37. Field left blank: 29 respondents.